G R S 58]

Previous references 1903 ~~191~~ (Education)

File No 125 of 03

Serial Nos 1 to 5

Later references

Edn 17 of 1904

GENERAL AND REVENUE SECRETARIAT

Serial Nos 1 to 5 — Countermarked 14 SP

Major ~~Part~~ B for January 04

SUBJECT

Commencement of English teaching in Schools

SG 1 No Letter D/ 12/12/03 from the Secretary Mare Mallappa's School Requests Sanctions to alter the curriculum of Studies prescribed for the Mysore Lower Secondary Examination

SG No 5217/175 D/ 15/12/1903 from the Dy of Education Requests that Govt. may be good enough to return the above letter to be submitted through the Inspector General

GPB—10 000—28 8 15

to The Secretary

Sl 3 No 5580/194 d/28/10/03 from the D S of Edn

Forwards a copy of his letter No 5579/371 of 28/10/03 to Mr J Weir MA being a reply to his letter on the subject of the A V School curriculum

Sl 4 No 119 d/20/1/1904 from the Presidency Inspector

Submits for orders the Correspondence regarding the system of English Education to be adopted in the Minor Schools and the city aided by the Municipality

Sl 5 No 6338-9/229 d/26/1/04 from the D G I

Submits copies of Correspondence ~~regarding the system~~ Edn with the Hon Secretary of Marshall appts charities, the principal, W Hn High School

Indexed, Marsupial Rat

For further Correspondence See Edn F 17 of 1904

M D O

Branch *Requisition Slip*

No of File

General Records

Kindly refer to papers received from the Dept of Edn, in 1895 when the Edn Branch was organized as a separate Br. of the Secretarial- and Kindly put up the original papers connected with Govt Sec C 121 dated the 21st Nov 1893

These papers are wanted for reference in connection with a correspondence received from the Dept with his letter No 63389/229 dated the 26th January 1894

K.L. Gulabani
General Clerk

1-304

Mysore Govt Gen & Rev Secretariat

~~Office of the Dewan of Mysore~~

Office Note

File No (if any)

Directions

No date and purport of receipts to be entered in red and office note in black ink in order of dates —To be written only on one side and inside the line of margin

Branch Education -

Subject Teaching of English to commence after the II Vernacular standard has been completed

Section Edn 125 of 1903 S61 to 5

On the above subject, a letter (signed Pro Bono Publico) appeared in the columns of the Mysore Herald of Monday the 15th June 1903 The following is the full Text of it ——

Sir, Mr H J Bhabha the D gl of Education moved the Mysore Municipality to enforce his circular C No 121 of 1893 requiring English to be commenced after the II Vernacular standard has been completed The Municipality agreed to do so All the aided schools have been directed to carry out the order The schools have begun to act upon it The parents are discontented Some well to do people have withdrawn their children from schools they mean to coach up their children at home in Kanarese and English for 2 or 3 years and then send them to the II or III English classes and save thereby a waste of

of three or four years in Vernacular Studies It is only the well-to-do classes that can afford this the poorer classes of people are obliged to subject their children to a course of 12 years to pass the Matriculation Examination Mr Bhabha has become the Dictator of the Education Department - He tried to do so during Sir Seshadri's time Sir Seshadri set shelved senseless orders Mr Bhabha has now bent the Govern. - ment to obey his dictates and permit him to play the part of an Educat - ional Czar It is a thousand pities

Pro Bono Publico

[We do not think that this order will long be in force It will shortly engage the attention of Government and we are confident that justice will be done in the matter — Ed]

Secretary's remarks on perusing the above letter —

Edn what is this about?

A copy of circular No C 121 d 21st Nov 1893 referred to above ~~in the letter submitted~~ has been obtained from the Gl Records and submitted

Para 3 says that —

[redacted] nsitro I

[redacted]

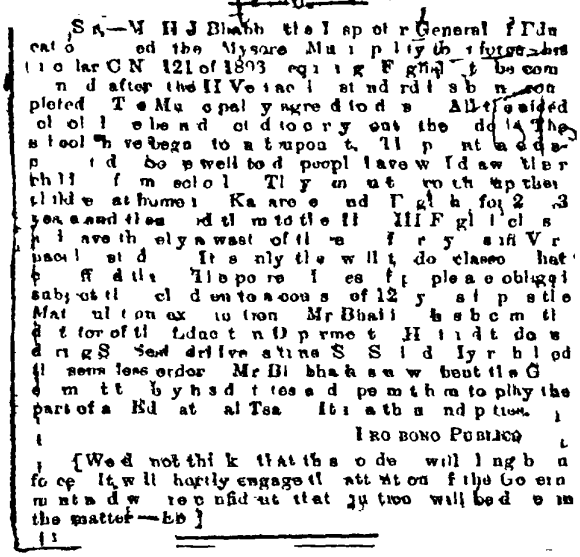
The Continuation of
the note has
been detached

Vide part—
I of the
Completion

Kes
15/3/54

Part I

NGLISH EDUCATION



S —M H J Bhabh the I sp ot r General f Edu
cat o ed the Mysore Mu p l ty th forge bas
i c lar C N 121 of 1893 eq i g F g t be com
n d after the II Ve ac l st nd rd l sb n con
pleted T e Mu opal y agre d to d s Alt f aided
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I RO BONO PUBLICO

{We d not thi k tl At th s o de will l ng b n
fo ce It w ll hortly engage tl att nt on f the Go ern
m nt a d w re p nsid ut tl at ju two will be d e m
the matter—Ed }

The above letter appeared in the Columns of the Mysore Herald dated Monday the 15th June 1903 The Secretary (Mr H V Nanjundaiyya) on perusing it wanted to know what it was about

Office Note

A copy of Circular No C 121 dated the 21st Nov 1893 referred to in the above is submitted (Appendix A)

Para 3 lays down that "no boy shall be admitted into the I Class of an English school that has not passed the II Vernacular Standard

It is this subject that has been commented upon

Para 5 of the order

I have no wish to act in my private capacity in a matter of this kind ~~affects [illegible] all Jail persons who cannot make private arrangements~~

We may wait for a formal reference

H

11360
10703

10/7/13

Office of the Dewan of Mysore

File No. (if any)

Directions

No date and purport of receipts to be entered in red and office note in black ink in order of dates—To be written only on one side and inside the line of margin

~~Branch~~

~~Subject~~

Office Note. Contd

that no boy shall be admitted into the I Class of an English school that has not passed the ~~IV~~ Vern Standard

Its this subject that has been commented upon

Para 5 of the order relaxes the application of the above rule in favour of aided High schools in Bangalore

whether Mr Bhabha moved the Mysore municipality to strictly apply the above rules of admission to these schools, the office has no knowledge

Submitted for orders

~~Ref~~
2 7-03

1/7/13

There seems to be some complaint about this matter In the case of my own youngsters (whom I send really but to study Sanskrit & English) I find by experience that there is nothing gained by sending them to waste long hours in a Kannada School Perhaps some report may be called for as to how far this order is being enforced

7/7/13

The Dewan through the 2nd Councillor

1/7/13

I ~~was~~ too have heard some
Remarks about this, ~~But~~ I
~~do remember~~ remember seeing
a cutting from the Mysore
Herald & the Bhoka & him
telling me in reply that the
complaint was wholly
unreasonable & as
doubt the expediency of
your taking any action
in the matter in the absence
of any complaint properly laid
before it - I shall be
glad if the Maymundaiya
will first write to the
Bhoka & then consult
before long necessary, in his
private capacity of course
The Mysore Municipal Com
mission was also moving
in the matter & Vide their
Proceedings for last month)
There seems to be a cry
that the rule, good or
otherwise is not being
strictly enforced throughout -
& indeed however proceed
in such matters in a
constitutional manner -
I am not therefore in
favour of a report being
now called for & am told
that Madras is now discountenancing
following the Bombay ~~[illegible]~~ ruling
rule which Mysore has copied

I propose to write
accordingly
after communi-
cating with the
Mysore & Municipality
C

I have no wish to act in my private capacity in a matter of this kind ~~If officials of~~ ~~official persons who cannot make~~ ~~private arrangements~~

We may wait for a formal reference

11360
10703

10/7/3

To The Dewan of Mysore

No [illegible]

Directions

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Office Note.

Branch Education (General)

Subject

Letter from the Hon'y Secretary, Mare mallappa's charities, Mysore requesting the revision of the Regulations for the Lower Secondary Examination so as to make it permissible for a candidate to answer the questions (R S Exam in English) involving a revision of the curriculum of studies in Mare mallappas School etc

Mr J Nev (as Hon'y Sec'y of the Mare mallappas charities) has forwarded the above letter direct to Govt with a copy of the Proceedings of a meeting of the Trustees to the Mare mallappa's charities held on the 4th Nov 1903 —

The following are the resolutions for which the sanction of Govt is requested —

(1) That the course of studies for the Mysore Lower Secondary Exam be reduced from 8 to 6 years

(2) That the teachers

of English should be begun in the class above the Infant class

3) That all the subjects except the Vernacular be taught through the English Text Books in all the classes above the Infant class

4) That the Lower Secondary Exam^n be conducted in the Language of the Text Books used

5) That Mathematics ie Geometry and Algebra be allowed to form one of the optional subjects for the Upper Lower Secondary Examination

The Board of Trustees of the Madrasathul Muhammadiya charities have adopted the course of addressing Govt, it is said by them in their resolution No 6, because the Dept has twice refused to correspond with the trustees on matters affecting the interests of the Trust

The question of revising the Curriculum of the L S Exam^n and that of the abolition of that Exam^n altogether formed the subject of discussion in the recent Nagapattinam Representative Assembly The answer of Govt was, it is said, that a Committee should be formed to

to discuss the questions

Even before the Bassara Repre-
-sentative Assembly, the question
of teaching English only after
the II Vernacular Standard
was reached as it is at present
owing to departmental standing
orders in force became the
subject of criticism in News
papers (The Herald) The Secy
was pleased to take notice on
the existing state of things When
the question was subd to the 2d
Lr, he was not pleased to take
any action unless the question was
moved officially The file in that
stage, was submitted to the Dewan

As regards the procedure taken
by the Board of Trustees, Inare McCleft
charities, the Hd Clerk his letter No
5217/175-d the 15th Dec. 1903
which is submitted herewith for
orders) has pointed out that it
is contrary to official etiquette
and subversive of all departmental
discipline & control he accordingly
requests that the letter of the

the Hon'y Sec'y may be returned to him for forwardal to him for orders or for forwardal to Govt through him for their orders

The Dy Cs contention is reasonable

Subd to orh

Govt are not in a position to undertake the consideration of this question in the absence of the Dy Cs views on the merits of the case The Dy Cs declines to state his views and proceeds in defence of the present system unless the representation of the Trustees of the Maraswallappa School is sent through him to Govt The Trustees do not seem to have been correct in sending their letter direct to Govt -

19/12/03

This is a kind of difference which should surely be obviated by such enactments as Mr Hughes suggests

20/12/03

21/12/03

The Dewan through the 2d Councillor

Unfortunate letter apart the question has to be decided on its merits - I beg to propose a Committee composed as follows

(1) Mr Bhabha - President
(2) ~~Head Master of the~~ the Principal of the Central College Bangalore
(3) Do Mysore Maharaja's College
(4) Head Master of the High School

at Mysore (Wesleyan) -

(5) Ditto — Bangalore London Mission -

(6) Ditto — Bangalore Wesleyan Mission

(7) ~~Ditto~~ Ditto Maniumallabhan School -

(8 to ~~14~~ 13) Head Masters of High Schools at District Head Quarters except Bangalore and Mysore

There is a general complaint, whether reasonable or not remains to be ascertained - The opinions of our D.I. Commissioners may be also obtained - The question is a most important one & there has of late been considerable agitation - Let us collect opinions & decide the question once for all as early as possible - Q

22/12/03

Subd to Secy (Madras) 23/12/03

14946
25/12/03

To the Dewan

24/12/3

Subject -

Correspondence regarding the commencement of English teaching in Primary classes at an earlier stage than at Present

Part I

The following are the rules at present in force in Mysore regarding the commencement of the study of English, the medium through which instruction should be imparted in A V Schools, and the use of Text Books in such schools -

They are laid down in Govt Order No C 121, Educational dated the 21st November 1893

Flag A & File marked I

Study of English when to Commence

I In the Govt Order referred to above, it is laid down that the study of English should be commenced at a stage when the pupil has acquired a sufficient knowledge of his mother tongue to be able to learn with ease a foreign language (Vide para 1 of the order)

Flag A

Accordingly the rule regarding admission of pupils into the I Class of an Anglo Vernacular School is that "no boy shall be admitted into the 1st class of an English School that has not passed the II Vernacular Standard" (vide para 3 of the order) Thus a course of 3 years(taking both the Infant A & B classes to comprise only a year's course) in Vernacular has been prescribed for a pupil before he could commence his English alphabet During the purely Vernacular course the pupil is to be taught as compulsory subjects (1) a Vernacular(2) Arithmetic (3) and Geography (II Vernacular Standard)

Standard of admission into the lowest class of an English School

Class A

Infant A) 1 year
Infant B) 1 year
1st Vern 1
II Vern 1
3

II It has been laid down in the same Government Order of November 1893 that "in Middle or A V Schools, English shall be taught as a language, and the medium of instruction shall be a vernacular The Text Books of History and Geography used in these classes shall

Medium of instruction and Text Books used in A V Schools

shall be those written in a vernacular language English Text Books of History and Geography may however be used in the ~~Vernacular~~ V class(which is the class preparing for the English Lower Secondary Examination) at the discretion of the Head master (para 4 of the order)

Flag A

Aided High schools at Bangalore exempted from the operation of the above Rule

III An exception has been taken to the above in favour of the aided High Schools at Bangalore What the order of 1893 provides in regard to such schools is quoted below -

" As a special case, the managers of the Aided High Schools in the Town of Bangalore where there is a considerable population of races speaking Tamil and Telgue languages will be permitted to add below the 1st A V class, two additional classes corresponding to the 1st and II Vernacular classes in which a little of English may at the discretion of the

managers

managers be taught in addition to the course prescribed for these classes in Kannada, Arithmetic and Geography In these schools, the managers may at their discretion use English Text Books of History and Geography in classes below the V Anglo Vernacular class (Vide para 5 of the order)

Flag A

IV In this connection the following Rule(issued by the Inspector General of Education in January 1904) regarding the language in which English candidates for the Mysore Lower Secondary Examination will have to answer their question papers in non-language subjects such as History and Geography, may be noted.

Rule frared in connection with I S Examination candidates in answering Examination papers

Flag B

Rule 8 Candidates taking up English as their First Language will receive their questions and give their answers in English in the following subjects viz English and Arithmetic In all other subjects, candidates

taking

taking up English as their First Language will receive their questions and ~~receive~~ give their answers in <u>their vernacular</u>

Part II

Although the Govt Order referred to above is dated as far back as 1893 the correspondence now received shows that these were not being observed until very recently in the schools within the Mysore City Municipality especially the rule which requires that the study of English should be commenced by a pupil only after he has reached the II Vernacular Standard The correspondence does not show what the Education Department was doing till December 1902 and why it did not try to enforce it earlier The schools in the Mysore City that ignored the Rule are stated to be

1 Narimallappa's School

2 Wesleyan Mission School

3 Old Boys, Anglo Sanskrit School

Enclosure 3 (consisting of A, B & C) to the DPI's letter No 6338-9/229 dated 26th January 1904 Rule marked Part-II

2 In December 1902, the Inspector General pointed out to the different school authorities that the rule in question was not being honoured in their schools and insisted on its being observed strictly The Inspector General even threatened the stoppage of grant to these schools in case they did not conform to the rule Both the Wesleyan Mission and the Dalavoi Anglo Sanskrit Schools showed their willingless to conform readily to the Rules, although they quoted the example of Marimallappa's School which erred in this respect It is further clear from the correspondence that the teaching of English in the lower classes contrary to the Rule was discontinued in these two schools

Enclosure 3 to the JGs' letter No 6338/229 dated the 28th Jan/1904 in File marked II

But the Marimallappa's school authorities did not acquiesce in the order readily and in consequence a good deal of correspondence ensued

between

between the In pector general and the Honorar ecretar of the Board of Trustees i e Mr J eir, who is also the Principal of the aharaja's Colle e, sore, and a member of the unicipality besides In the re ult, the teaching of English in the lower classes has been di continued as far as practicable in the arimallappa's school However, the Trustees of this institution were of opinion that the educational policy involved by following the Rule strictl was questionable and resolved to approach Government direct and obtain their sanction to the following resolutions passed by them -

The 1st letter dated 12th Dec 1903 in file marked II

Resolutions 1,2 & 3

1 That the course of study for the sore Lower econdar Examination be reduced from 8 to 6 ears

(2) That the teaching of English be begun in the class above the Infant

fant Class

(3) That all the subjects except the vernacular be taught through English Text Books in all the classes above the Infant class

In favour of these resolutions, it is argued -

(a) that such a High Standard as the II Vernacular one in which not only pure vernacular is taught, but a good portion of Arithmetic, History and Geography also are required to be taught is too much to be expected of students before they seek admission into the English I class of an A V School

(b) That it is not in strict accordance with the principle enunciated in the Government Order of November 1893, which is merely that the pupil before commencing English should have acquired a sufficient knowledge of his mother tongue

(c) that under the present system a period of 11 years if not more is

The concluding portion of Mr Venkatakrishnayya's memo dt 28th May 03. Flag C in Part III of the File

2d Memorandum of Mr Venkata Krishnayya Flag D File marked III

Mr Venkatakrishnayas memoranda and Mr Vears letter of the 8th Augt (Flag E)

required to go through the course of the Matriculation Examination which is too long

4 that the knowledge of English acquired by pupils owing to the exclusion of English Text Books in non-language subjects is very poor

5 and that the Madras Educational authorities do not <u>in practice</u> insist upon a 3 years course before commencing English (whether this is really so is not clear from the correspondence)

——Do——Do——

But on the other hand, Mr Bhabha maintains that the system adopted in Mysore is the best and it is being slowly introduced in the British Provinces, for example the United Provinces, Bengal and Madras and that on account of the better system, the results of the Mysore High Schools in the Matriculation Examination have been for the last 10 years far more

Pages 12 & 13 of Mr Bhabhas letter No 5579/379 dated the 28th Dec 1903 to Mr J Wear in Port marked II Flag F

satisfactory

satisfactory than in the other High Schools, as judged by the statistics furnished by the Syndicate

Resolution 4

That the Lower Secondary Examination be conducted in the language of the Text Books used

It will be seen from the Rule in force quoted at the beginning of this note that the boys preparing for the Lower Secondary Examination from A V Schools are required to receive their questions and give their answers in a Vernacular

It is argued on the one side that under the present system the knowledge of English of the pupils coming into the IV Form after passing the Lower Secondary Examination is very poor and that though discretion is given to introduce English Text Books in the III Form or the V class of an A V School, it has not been productive of any real

Mr Venkatakrishnayya's memorandum referred to above

good

good in as much as the boys are required to answer their papers in their vernacular But it is said on the other side that the use of English Text Books has been found by experience to encourage cram The following is an extract from Mr Bhabha's letter of 28th December 1903 which puts his contention in a nutshell -

Page 13 of letter marked F

I still maintain, however the principle that a Middle School boy should not be compelled to write his answers in English, as, in attempting to do so, he not only commits many blunders, but becomes habituated to the use of faulty English which he can unlearn only with great difficulty, if at all, at a later stage

Resolution 5

That Mathematics i e Geometry and Algebra be allowed to form one of the Optional subjects for the Lower Secondary Examination

The

The correspondence does not contain anything relative to the circumstances under which these subjects were abolished from the Lower Secondary curriculum It is however noted in this connection that in Madras also, these subjects have been removed from the Lower Secondary Examination and Hygiene has been substituted there as well as in Mysore

Resolution 6 of the Board of Trustees is in justification of their conduct in having approached Government direct and in requesting their orders on the changes they have proposed

It is stated by the Trustees that the Inspector General refused to correspond with them(twice) on matters affecting the Trust But the entire correspondence submitted by the Inspector General shows that he only refused to answer certain irrelevant questions put by the trustees When Mr Bhabha pointed out that the example set by the Narimallappa's school in ignoring the

The latter part of file marked II

Government

Government Order of 1893 had its effect on similar schools in Mysore, information was wanted by the Honorary Secretary Mr J Weir as to the particular schools on which such an influence was produced

Mr Bhabha in submitting the entire correspondence referred to the objectionable language employed by Mr Weir and requests Government to decide whether he has refused to correspond with the trustees as alleged by them

The objectionable parts have been marked in red ink by Mr Bhabha himself (Part II of the file)

Referring to the unusual procedure adopted by the trustees in approaching Government direct, Mr Bhabha has stated in his letter to Government dated 15th December 1903 that it is contrary to official etiquette and subversive of all departmental discipline and control He has, therefore, requested that the letter of the Honorary Secretary might be returned

Flag G

returned to him for forwardal to him
or to Covernme nt through him

Part III

Almost simultaneously with the correspondence briefly noted above, Mr Bhabha placed himself in communication with the President Municipal Board, Mysore City, and pointed out that the Government Order of November 1893 is not being observed in the schools within the Municipality and requested him to issue instructions to the schools to enforce it The subject was considered by the Board in their meeting held in the month of May 1893 and the Board resolved that the Govt Order in question be given effect to within a week from the date of resolution and they further resolved to consider the report of their sub committee on the subject at the meeting in the month of June 1903 At that meeting the Board considered the report of the schools Committee

File marked Part III

mittee(of which Dr Venkatakrishnai a Head master of the Narimallappa's school is President) and resolved that Government be moved to reconsider their said order No 121 dated the 21st November 1893 with a view to assimilating the System of English Education in Mysore to that which obtains in Madras On the 13th July 1903, the Inspector General of Education again addressed the President, Municipal Board on the subject, referring briefly to the history of the Educational policy of Government and observed that the subject which required expert knowledge to deal with should not have been discussed by the Board and that it would serve no useful purpose to discuss the merits of an order which had been passed by Government after full and careful consideration

On receiving the above

letter

letter the Board resolved to refer the question to a sub committee consisting of Mr J Weir, Messrs Venkatakrishnaiya, Narasimhaswami and Annia Pandit

The Sub committee did not do any business For in the meantime Mr Weir wrote to the President inducing him to dissolve the committee and to refer the letter of the Inspector General to him for answering questions affecting Marimallappa's school The letter was duly referred and Mr Weir has at some length expressed his own opinions on the several points raised

Mr Weir is of opinion that the Board has the right to ask Government to reconsider their order of November 1893, and that certain changes in the Lower Secondary Examination curriculum, and in the present rules relating to the commencement of the study of English and in the introduction of English Text Books are called for

Accordingly the President in his letter No 119 dated the 20th January 1904 has requested orders of Government on the resolution passed by the Board in June 1903 that the Government Order of November 1893 may be reconsidered with a view to assimilating the system of English Education in Mysore to that which obtains in Madras He has also forwarded Mr Weir's letter of 8th August 1903

It is a question for the decision of Government firstly whether the Municipal Board can without any reference, to the head of the Educational Department approach Government for orders on matters involving a change of Educational policy and

Secondly, whether the Honorary Secretary of the Narimalleppa's Trust Board was right in addressing Govt direct in matters of the kind, ignoring the Head of the Education Department

When the latter question as placed before the 2nd Councillor (the present 1st Councillor) he was of opinion that, irregularities apart, a committee should be appointed (Vide his remarks dated the 22nd December 1903)

As only a portion of the correspondence was perused by the Councillor, a full note is now submitted with the entire correspondence

On the merits of the Question of the place of English teaching in the scheme of primary education, please see the following observations of the Government of India extracted from para 26 of their recent Resolution on Indian Educational policy. That Govt. considers that English should not be used as a medium of instruction before the age of 13, or until the pupil has made some progress in the primary stage of instruction and has received a thorough grounding in his mother tongue

Nos 199-211 of 11-3-04

23.3.04

Extract from the Government of India Resolution No 199-211 dated the 11th March 1904, re the Indian Educational Policy

Languages in Schools

20 Except in certain of the larger towns of Madras, where like Urdu in Northern India, it serves to some extent the purpose of a lingua franca, English has no place, and should have no place, in the scheme of Primary Education It has never been part of the policy of Government to substitute the English language for the vernacular dialects of the country It is true that the commercial value which a knowledge of English commands, and the fact that the final examinations of the high schools are conducted in English, cause the secondary schools to be subjected to a certain pressure to introduce prematurely both the teaching of English as a language and its use as the medium of instruction while for the same reasons the study of the vernacular in these schools is liable to be thrust into the back ground This tendency however requires to be corrected in the interest of sound education As a general rule a child should not be allowed to learn English as a language until he has made some progress in the primary stages of instruction and has received through grounding in his mother tongue It is equally important that when the teaching of English has begun, it should not be prematurely employed as the medium of instruction in other subjects Much of the practice, too prevalent in Indian schools, of committing to memory ill-understood phrases and extracts from text-books or notes, may be traced to the scholars having received instruction through the medium of English before their knowledge of the language was sufficient to enable them to understand what they were taught The line of division between the use of the vernacular and of English as a medium of instruction should, broadly speaking, be drawn at a minimum age of 13 No scholar in a secondary school should, even then, be allowed to abandon the study of his vernacular, which should be kept up until the end of the school course If the educated classes neglect the cultivation of their

own languages, these will assuredly sink to the level of mere colloquial dialects possessing no literature worthy of the name, and no progress will be possible in giving effect to the principle, affirmed in the Depatch of 1854, that European knowledge should gradually be brought by means of the Indian vernaculars, within the reach of all classes of the people

× × × × ×

Some of the papers in this file have been seen by the Hon'ble C.I. A single comprehensive note has now been prepared, and the bearing of the recent Resolution of the Govt of Bombay on the subject under consideration is also indicated therein.

The papers are therefore resubmitted to Hon'ble C.I. before submitting to Govt.

29.3.04

939/30.3.04

Seen. The Govt of Bombay Resolution (para 26) in a very short manner in the Educational Department, and consideration on the other side. If we are to follow it, cancel any change is called for. Otherwise a Committee of the kind I have

already suggested may be
adopted & to note the
question in all its aspects.
I request to find that
from an important Rabbi
~~to another~~ it has
degenerated into a rudi-
-mentary Revenue Equitable.

Subject to above
31/3/04

31/3/04

1898
31 3 04

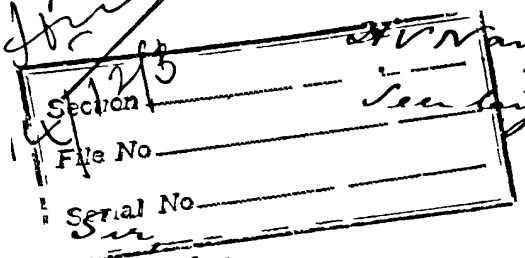
Please see Rd no 17 of 1904
in which the question has been
disposed of finally

G 1976

17-12-03

Early

I.



Sir

I have the honor to inform you that considerable dissatisfaction has existed for sometime among the Trustees of Narmmallappas Chanties regarding the present system of Middle School Examination The Trustees consider that it is necessary in the interests of the rising generation to revise the regulations for the Lower Secondary Examination so as to make it permissible for a Candidate to answer the questions in English This involves a revision of the curriculum of studies in Narmmallappas School Accordingly the Committee met on the 6th November and drafted a scheme for which they now wish to obtain Govt Sanction I have therefore the honor to request that you will be good enough to move the Govt to alter the regulations for the Lower Secondary Examination and sanction the proposed Scheme for Narmmallappas School

I have the honor to forward herewith a copy of the resolutions passed at the meeting of the Trustees and a copy of the letter of the Inspector General to the Deputy Commissioner Mysore together with the Hon'ble Secretary's Memorandum on the subject

I have the honor to be Sir
Your most obedient Servant

J Ker

12th Dec 03
Mysore

Hon Secretary Narmmallappas
Chanties
Mysore

Proceedings of a meeting of the Trustees to the Mannmallappas Charities held on the 6th November 3

× × × × ×

Resolved —

(1) That the course of study for the Anyone Lower Secondary Examination be reduced from 8 to 6 years

(2) That the teaching of English should be begun in the class above the Infant class

(3) That all the subjects except the Vernacular be taught through English Text-books in all the classes above the Infant-class

(4) That the Lower Secondary Examination be conducted in the Language of the Text-books used

(5) That Mathematics i e Geometry and Algebra be allowed to form one of the optional subjects for the Anyone Lower Secondary Examination

(6) That as the Inspector-General has twice refused to correspond with the Trustees on matters affecting the interests of the Trust — the Secretary be authorized to correspond with the General Secretary with a view to obtaining the Sanction of Government to the above changes

× × × × ×

× × × × ×

(True Extract)

fw

(Sd) J Wen

Hon Secretary
Mannmallappas Charities
Anyone

Edn 81] Office of the Inspector General of Education in Mysore

Bangalore 13th July 03

From

H J Bhabha Esq
Inspector General of Education in Mysore

To

M Kantharaj Urs Esq BA
President of the Municipal Board
Mysore

Sir,

I have the honor to inform you that several of the statements alleged to have been made during the discussion on the order of Govt C No: 121 dated 21st November 1893 at the last meeting of the Mysore Municipal Board held on the 27th June are not true The question of the stage at which instruction in English should commence was settled by the late Dewan and Members of Council in 1892/93 Whether the order can or should become a matter of discussion now appears to me very doubtful So many statements however which are not supported by facts and which are likely to mislead the public have recently been made more or less publicly that it has become necessary to invite your attention to them

2 It is not true that before 1893 a boy after commencing to learn the Vernacular Alphabet took six years to pass the Matriculation Examination It was possible for an intelligent lad of 11 or 12 who had learnt one or two languages like Kanarese or Hindustani and Sanscrit or Persian and Some

through the course of a Middle Vernacular School, to learn enough of English in six years to enable him to pass the Matriculation Examination ~~The~~ The Matriculation Examination itself was much easier then than at present and the University did not require from Matriculation Candidates a Certificate of attendance in the High School forms for three years after completing the Middle School course A course of 11 years instruction from the Infant class to the Matriculation Examination is laid down in every Province of India and the study of English is now strictly excluded in nearly every Province from some of the lowest classes

3 It is not true that Sir K Seshadri Iyer appointed a Conference in 1893 to discuss the merits of the order he himself had passed There was no Conference suggested or ordered by Govt What happened was this During one of my visits to Mysore in 1893 the Rev W W Holdsworth, Principal of the Wesleyan Mission High School Mysore, came to me with a request that I should meet a few teachers and members of the Municipality and the Representative Assembly who were interested in the question at an informal meeting, and explain to them the principles on which the order was based I readily attended the meeting to answer all questions and explain all doubtful points The principles underlying the order being new to the people of Southern India at the time were misunderstood by many parents and teachers and I was glad to have an opportunity of removing them misapprehensions as far as possible.

4 Before the curriculums of primary and middle Schools was revised and before the Anyore Lower Secondary Examination was established, the text book for Indian History used in middle Schools was Sinclair's History. The language of this text book was so difficult that most boys had to be taught each lesson first as an English lesson before they could learn the historical facts. And when they had learnt the latter they were unable to answer questions in tolerably correct language whether English or Kanarese That they could not compose their answers in English was not surprising English Composition being more than boys of middle schools can attempt But it was painful to see that the boys were equally unable to express their answers in Kanarese In this most unnatural state of things the boys had to resort to committing whole pages of Sinclairs to memory and reproducing them in their answers Under these circumstances I could not possibly sanction the use of Sinclairs English History in Middle Schools, and had to insist on the use of a Kanarese History of India A good book on the History of India has recently been published by Mr Manden in easy English suited to the capacity of Middle School boys I have since its publication permitted it to be used in Middle Schools I still maintain however the principle that a middle School boy should not be compelled to write his answers in English as in attempting to do so he not only commits many blunders but becomes habituated to the use of faulty English which he can unlearn only with great difficulty if at all at a later stage.

5 It is not a fact that English education in High School has suffered on account of the order of 1893 or the Regulations of the Mysore Lower Secondary Examination Far from English education having suffered it has greatly improved in almost every High School The percentages of success of Govt High Schools especially and of all high Schools generally have invariably been much higher than the average general average for the whole of the Madras Presidency The following table compares the average percentages of success for the whole of Mysore and the whole of the Madras Presidency at the Matriculation Examination from 1892–03 —

Year	Mysore	Madras	
1892–93	18 4	15 4	
1893–94	23 8	22 8	
1894–95	33 7	22.1	
1895–96	39 1	36.6	
1896–97	40 6	30 8	
1897–98	40 7	27 4	
1898–99	38 0	32.0	
1899–1900	31 6	21 0	
1900–01	28 7	19 5	
1901–02	41 7	31 7	

6 It is not true that Govt have made one law for Bangalore and another for Mysore Vide para of Order C No 121 dated 21st November 1893 it was distinctly stated that the aided High Schools of Bangalore

were permitted to teach English in two classes below the I Anglo-Vernacular class, because there was a considerable population of races speaking the Tamil and Telugu languages in Bangalore The exception did not apply to other schools of which the flourishing Municipal English School was the largest The aided High Schools are two Mission Schools situated outside the Pettah midway between the Cantonment and the City A considerable number of boys from the Civil and Military station whose Vernacular was Tamil Telugu, or Hindustani attended these schools Moreover before Plague came into Mysore boys used to come for admission into these schools from Adoni, Anantapur, Bellary, Cuddapah, Salem and other districts who were ignorant of Kanarese It was not possible to arrange for as many sections of the I & II Vernacular classes as there were Vernacular languages spoken by the pupils Under these peculiar circumstances Govt allowed the teaching of English in classes I & II of these schools as well as the use of English Text-books for all subjects in the Middle department The Municipal English School of Bangalore which is in the heart of Pettah had not the same difficulty about the Vernacular languages as the Mission High Schools and therefore it was not included among the exceptions to the rule It cannot be said that therefore this School has in any way suffered either in strength or the results obtained at the Lower Secondary Examination It has been uniformly the most successful school in the Province

and has year after year sent up to the High School classes of the central College boys who have distinguished themselves there

7 It is now time to compare the results obtained at the Lower Secondary Examination of the last 11 years by the Municipal English School Bangalore which has strictly followed the Government order about the commencement of study of English, with the results obtained by the largest Middle School in Mysore city and which has not carried out the order but taught English in seven classes instead of five

	No. of candidates 1891—1902	Passed 1st	Passed 2nd	In Eighth only	Total
Municipal English School Bangalore	568	48	326	16	—390
Marmallappa's School Mysore	566	17	164	27	—208

It will be seen that while the number of Candidates from both schools was almost the same the number passed from Marmallappa's School in the 1st class was about one-third and the number passed on the whole was about one-half of the corresponding numbers passed from the Municipal School at Bangalore

8 Under these circumstances I would leave it to you to consider whether the question of the stage at which instruction in English should commence, which requires expert knowledge to deal with it, should form the subject of discussion at a meeting of the Municipal Board of Mysore Moreover it appears to me that it will serve no useful purpose to discuss the merits of an order which was passed by Govt after full and careful consideration and which forms a part of their educational policy

I have the honor to be
Sir
Your most obedient Servant
(Sd) H.G. Rhebbe
Inspector General

To

The President
of the Board of Trustees
Manmallappa School
Tiruvane

In June 1902 the School was inspected by the Deputy Inspectors who remarked in their Report "The rule that only boys that have completed the II Vernacular Standard are fit to learn English is not honored strictly, the reason for this breach being that the Mission and other A.V. Schools in the city admit to English classes boys that are not even up to the Vernacular II standard for fear that there will be a falling off in the number of English learning boys and a corresponding decrease in the fee-income. The attention of all the Managers or Headmasters of the aided A.V. Schools in the City may be drawn to the rule restricting the admission of boys to English classes, enforcing its observance without any exception."

On December 26th Mr Bhasha wrote to me, pointing out the irregularity and requesting the Board to take early steps to put a stop to it. This led subsequently to a correspondence in the course of which the Inspector General wrote on April 16th, "The Managers of Manmallappa School have for years transgressed the Standing order of the department though their attention has been repeatedly called to the fact in the annual Inspection reports and otherwise."

On May 25th, he wrote to me "I am glad to hear for the first time that you were good enough to make an attempt to enforce the rule in 1902 in your School and failed because other Schools

did

did not follow it — Though Marmallappas School may have been the first to attempt to carry out the rule it certainly is the last at present in observing it, for as far as I know all other Schools have been following it and if Marmallappas School does not also act up to the rule at once it may seriously injure the interests of the other Schools"

This is dated May 25th, and on May 27th the Rev Mr Boole, Headmaster of the Wesleyan School wrote a letter to Mr. Bhabha, a copy of which was laid before the Municipal Board on June In the course of this letter Mr. Boole says, "In my letter dated (May 26th) yesterday I stated my intention of raising the Standard of the Preparatory class and class I of the above School to what is required by Govt. order C No 121 in order that English may be taught On further examination and consideration, I find that this will be impossible this year in the course of the Preparatory class I shall therefore in accordance with your instructions close (cease?) to teach English in that Class and make it into a Vernacular Class II till the end of this year

Hence we see that at the time when Mr. Bhabha accuses Marmallappas School of "certainly being the last to observe the rule it was admitted that the Wesleyan School was teaching English in the Preparatory class and had admitted boys to the I English class who were not up to the II Vernacular Standard.

Mr Bhabha's original letter bears no date 24th December and the Deputy Inspectors report of the half yearly inspection in November 1902 is dated December 26th In the course of this report, the Deputy Inspector says "The Preparatory class was fairly up to the 1st Kannada Standard I am glad to note that no English was taught in the last class The rule about the admission of boys to the 1st English Standard has received more careful attention from the School authorities during the period under Report

This is important as showing that Mr Bhabha has taken an exaggerated view of the attitude of the School authorities towards the Standing orders of the Department

During the last few years the work of the Preparatory class has been hampered by plague toward the end of the year At the beginning of the following year the Headmaster has promoted boys freely to the first English class although they were not quite up to the II Vernacular Standard This has been done to prevent them from loosing a year and with the hope that the work may be made up by putting a little extra work into each of the subsequent years

At a meeting of the Municipal Board held on June 27th it was resolved "that the Government be moved to reconsider order no 121 dated 21/1/93 with a view to assimilating the system of English education in Mysore to that which obtains in Madras

Mr Bhabha wrote on July 13th to the President of the Municipal Board urging him to stop the discussion This letter was referred to a Sub-Committee of the Board who referred it to the Secretary of Mammallappas — Just as the letter

Contents

largely of an attack on their School

A copy of the letter is forwarded herewith along with a few remarks bearing upon the questions raised by Mr Bhabha so far as they affect Ramaswamy Mudaliar's School

5

Encl (4)

Memorandum on Mr. Bhabha's letter

Mr. Bhabha's comparison between the City Municipal School and the Mammallappas School is based upon the assumption that schools must be judged by the ratio of successful students to the number sent up for the examination, irrespective of the total strength of the schools, or of local circumstances. Now in the first place, the City Municipal School is a very much larger school than Mammallappa's School as the following figures compiled from the annual report of the Education department clearly show

No on the Rolls at close of official year.	Municipal School	Mammallappas School
1891	466	336
1892	534	327
1893	532	351
1896	677	385
1895	715	430
1896	630	514
1897	609	451
1898	606	424
1899	389	308
1900	354	305
Total	5512	3826
average	551·2	382·6

Or roughly speaking the average strength of Mammallappas School is about 70 per cent of the city Municipal School

The reason why so many boys are sent up for the Lower Secondary Examination from Mammallappas School is chiefly that neither a preliminary test for the Lower Secondary Examination is infallible For example last year the deputy Inspector entered

that only 15 boys were qualified to appear for the Lower Secondary Examination In accordance with the usual practice of the School 65 boys were sent in and 42 passed From which it may be inferred either that the Preliminary Test is of little value or else that the Lower Secondary Examination is incapable of distinguishing between cram and training The second reason why so many boys are sent in is that many boys would absent themselves from School for two or three months if they were not selected, and it is far better for them in every way to keep them at School and get some work out of them even if their chances of passing the examination are not very great The income derived from the fees of these boys is also a matter of consideration to the Trust If Govt is going to interfere with the disposition of the Trust in this matter it must be prepared to increase the grant to the Schools so as to enable the Trust be carry on its work without spending its Capital

But as a matter of fact, the percentage of passes from Harmsworth appeal School is not very much lower than in the case of other schools with the exception of City Municipal English School Bangalore For instance let us compare Shimoga College with Harmsworth appeal School from 1891 1899 the only years for which figures are available

	Shimoga College		Harmsworth appeal School	
	appeared	passed	appeared	passed
1891	23	12	27	10
1892	32	7	29	17
1893	28	9	60	27
1894	30	17	51	17
1895	30	9	39	17
1896	23	7	60	5
1897	53	8	41	15
1898	15	7	69	18
1899	34	13	46	26
Total	268	89	422	152
		33 58 p c		36 02 p c

So that Marmallappas School was passing Candidates with a percentage of 36 02 while Shunaga was only passing them with a percentage of 33.58

It is still more instructive to compare Marmallappas School with the Dodballapur A V School where Mr. Bhabha's system appears to flourish in full vigour. We find from the annual reports that the total numbers attending these schools were as follows —

	Dodballapur	Marmallappa's
1891 —	305	336
1892	288	327
1893	299	351
1894	350	385
1895	370	430
1896	401	514
June 30th 1897	432	451
1898	435	424
1899	256	303
1900	371	305

So that these schools were approximately of the same size

Let us then compare their examination results

	Marmallappas Eng L S appeared	passed	Dodballapur Verna clar L S appeared	passed	Eng L S appeared	passed	Total appeared	passed
1891	— 27	— 10	6 —	2	" —	" —	6 —	2
1892	— 29	— 17	12 —	6	" —	" —	12 —	6
1893	— 60	— 27	11 —	1	4 —	2	15 —	3
1894	51	— 17	8 —	5	1 —	1	9 —	6
1895	39	— 17	17 —	17	—		17 —	17
1896	60	— 5	17 —	8	5 —	2	22 —	10
1897	41	— 15	21 —	16	10 —	2	31 —	18
1898	69	— 18	20 —	13	3 —	1	23 —	14
1899	46	— 26	23 —	18	3 —	1	26 —	19
	422	— 152	135	— 86	26 —	9	169 —	95

Thus of two approximately equal schools Marmallappas passed on the whole 152 and Dodballapur passed 95 but the percentage of Marmallappas Sch

School was only 36 02 while that of Sodballapur was 59 01 and therefore according to the test of the Education department the latter was much more successful

In the next place it is not true that the Municipal School has strictly followed the Govt. order about the Commencement of the study of English, a circumstance which the managers of the School have never attempted to conceal, as Mr. Bhatha would have found out if he had read his own report. Thus in the report for 1897–98 (p 30) it is written — In appendix C I will be found a list of 77 Anglo-Vernacular Schools showing the attendance, the number of boys learning English and the results obtained in the Lower Secondary Examination As explained in the last report the study of English is commenced after passing the II Vernacular Standard by those who take up English as their First Language ——— The Bangalore City Municipal English School retains its first position among Anglo-Vernacular Schools having on its rolls 606 boys and passing 38 boys in the Examination "All the boys learnt English" and in the Appendix P 78 the numbers attending the School are shown as follows —

Middle stage	380
Upper Primary stage	133
Lower Primary stage	93
Total	606

Number reading English 606

According to the Government order Scholars in the Lower Primary stage are forbidden the

study of English

A similar result is found in other years in which a corresponding appendix is published in particular in the reports for the years 1896-97, 1898-99 1899-1900 From this the inference to be drawn is that the city Municipal School has systematically disregarded the Government order To place the matter beyond the possibility of doubt I wrote to the Chairman of the Schools Committee of the Bangalore Municipality and asked a few questions about the School In reply he kindly forwarded a letter from the Headmaster dated 16th May of this year in which he says "I beg to inform you that just as in the Mission Schools in Bangalore the English Alphabet and a few lessons of English Primer are taught in the preparatory class below the first class

The fact that the City Municipal School Bangalore is considerably larger than Krishnappas School explains to some extent the superiority of its examination results The fact that the city Municipal School uses English text-books of History and Geography in the highest class and also uses English as the medium of instruction in that class will probably account for the balance what remains after due allowance is made for the difference of size of the two Institutions The additional Knowledge of English acquired by the use of English text-books in the highest class and the familiarity with English as a spoken language for a whole year before the Lower Secondary Examination is bound to affect the results of the Examination Now it is very largely

in English that the Candidates from Mammallappa's School fail, and they fail very largely on account of the Vagaries of the Lower Secondary Examination But the Candidates from the Municipal School on account of them additional Knowledge of English are more or less independent of the Vagaries of the Lower Secondary Examination

These Vagaries are admitted by Mr Bhabha himself In August 1898 the Government in reviewing the report for 1896-97 drew attention to the large number of failures in 1895 and 1896 and requested the Inspector General "to ascertain the Causes of this deterioration with a view to better results being secured in future It was probably too late to do anything that year for the total passes for 1895-96-97-98 were as follows 230, 203 237 209

But by the end of 1899 Mr Bhabha had been so successful in his investigation that the total Number of passes rose to 461 In commenting on his success Mr Bhabha says (Report for 1899-00 p.) "The high percentage of passes was due partly to the fact that a large number of Candidates that had sent in their applications in 1898 absented themselves from the Examination of that year on account of the prevalence of plague and thus had longtime for preparation and partly to the fact that the question papers in English were in greater conformity with the prescribed standard than those of the two preceding years"

If Candidates are to be only selected by an

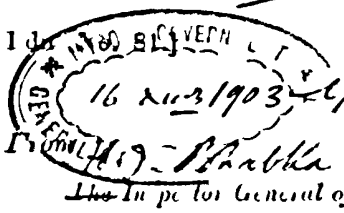
examination which is not in strict conformity with the prescribed standard the natural course to take is to prepare them for a higher standard than that prescribed. This is what the City Municipal School Bangalore has been doing and this appears to be the real cause of success. But it has attained the success not by carrying out the Govt order strictly as Mr Bhabha alleges but by acting in defiance of it, 1st by teaching English in the Preparatory class and 2nd by using English as the medium of instruction in the highest class.

The use of English Text-books in the highest class is permitted by the Govt order, but it rests for the Inspector to decide whether it is not advisable to apply to Govt for the same exemption as has been implicitly granted to the City Municipal School Bangalore.

(Sd) J Wm
Hon Secretary
Grammar Upper School
Mysore

Urgent

By 1766



From H. V. Nanjundayya Esq Dewan
The Inspector General of Education
in Mysore

Edn
S N 125 of 1903
1

To H. V. Nanjundayya Esq B.A.
Secretary to the Govt of Mysore
Genl & Rev Depts
Bangalore

No 5217
175
Dated 15th December 1903
Received

No of Inclosures

Subject

Requesting that Govt may be pleased through whom return the letter of the Hon. Secretary, Narasimhaiya's Character dated 12th Dec/03 addressed to the General Secretary, Shimoga to be submitted to the Inspr General or through him to Govt

G16 12 03

Urgent

Idn 81]

OFFICE OF INSPECTOR GENERAL OF EDUCATION IN MYSORE
Bangalore 15th December 1903

No 5217/175

From

H J BHABHA Esq MA,
Inspector General of Education in Mysore

To

H V Nanjundayya Esq MA, BL,
Secretary to the Govt of Mysore,
General and Revenue Departments,
Bangalore.

SIR,

With reference to the letter of the Honorary Secretary Maramallappa's Charities, Mysore dated 12th December 1903 addressed to you, I have the honour to inform you that the procedure adopted by the Honorary Secretary in addressing you direct is most extraordinary and irregular I believe the Trustees rely upon their Sixth resolution passed at their meeting of the 4th November to justify their procedure But I am at a loss to know to which two refusals of mine to correspond with the Trustees they refer, and I am writing now to ask the Honorary Secretary to let me know. As far as I am aware I have never declined to correspond on any subject which required attention or had not been already finally disposed of But whatever may be the

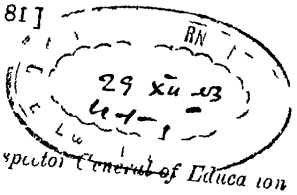
reasons of the Trustees of which I at present am unaware, the procedure adopted by them is open to very grave objections Marumallas Pas School is only one of many middle Schools aided from public funds by Government or a Municipal Board and to grant that the managers of any one of them should ignore the head of the Department and correspond directly with Government would be contrary to official etiquette and subversive of all departmental discipline and control. The requests made by the Trustees to alter the curriculum are of a most mischievous and retrograde character, as I shall be able to show when they are submitted to me or through me to Government by the Trustees - Till then I have to request Government will leave the goodness to maintain the dignity and discipline of the Department and return the letters of the Honorary Secretary of Marumallas Pas Charities to him with a request that it may be submitted to me or through me to Government -

I have the honour to be,
Sir,
Your most obedient servant,

H J Bhabha
Inspector General -

G.O. No 2148

Edu No 81]



From

The Inspector General of Education

in Mysore

To H V Ranganadayya Esq
M A & B L
Secretary to the Govt of
Mysore, General and
No 5580 Revenue Departments,
Dated 28/12/03 Bangalore
Received

No of Enclosures Two

Subject

Forwarding a copy of the Inspector Generals letter No 5579/371 dated 28th December 1903 to Mr J Weir M A being a reply to his letter on the Subject of the A V. School Curriculum

(315)

Edn 81]

OFFICE OF INSPECTOR GENERAL OF EDUCATION IN MYSORE

No 5580/194 Ens Two

Bangalore 28th December 1903

From

H J BHABHA Esq Ma,
Inspector General of Education in Mysor

To

H V Nanjundayya Esq Ma, BL,
Secretary to the Govt of Mysore,
General and Revenue Depts,
Bangalore

SIR,

I have the honour to forward for the information of Government a copy of my letter No 5579/379 dated the 28th Instant, being a reply to a letter without Number and date received in this office on the 23rd November 1903 from Mr J Weir Ma, Principal of the Maharaja's College, criticising my letter No 373/137 dated 13th July 1903 to the President of the Municipal Board, Mysore, on the question of the stage at which instruction in English should commence in the Schools of the Province. As Mr Weir says in his letter to me that he has sent a copy of his letter

to the Dewan, I have thought it necessary to forward a copy of my reply to him for the information of Government in order that Government may be able to judge how far Mr. Weir is justified in his attack on the departmental curriculum for Anglo-Vernacular Schools.

2 I beg also to forward for reference a copy of my letter No. 373/137 to the President of the Municipal Board, Mysore which Mr Weir criticises

I have the honour to be,
Sir,
Your most obedient Servant,

H J Bhabha
Inspector General

2 at (1)

Office of the Inspector General of Education in

No 5579/379 Mysore Bangalore Dated 18th December 1903

From

H J Bhabha Esq M A

Inspector General of Education in Mysore

Bangalore

To

J Weir Esq M A

Principal Maharaja's College

Mysore

Sir

I have the honour to acknowledge receipt of a letter withoutnumber date or address of the office from which it was written but signed by you as Principal The letter was received in this office on the 23rd ~~rd~~ November 1903 and deals with a letter No 373/137 dated 13th July 1903 which I wrote to the President of the Municipal Board of Mysore As you have signed the letter as Principal I take it that you have written it in your capacity of Principal of Maharaja's College Mysore In the concluding para of your letter you state that you are sending a copy of the letter to the Dewan Allow me to inform you with reference to Government Order No 6027-9/Ed172 dated 7th December 1895 that the fact of sending a copy of the letter direct to the Dewan was an irregularity which was in contravention of para 2 of the above Order

I thought Mr Bhabha would not mind my saying so

2 You commence your letter by quoting a paragraph from the Madras Christian College Magazine for October 1903 which is as follows

" To educationists throughout India it will be of interest to note that in the United Provinces the experiment of postponing the age at which English is taught in Anglo Vernacular Schools has been abandoned after some years' trial Educational opinion seems to have been against it A similar policy is still followed in Mysore and the authorities we believe are satisfied with it though we have heard High School

School teachers say that they find the ignorance of English in those who enter a High School a great difficulty We imagine the system involves the need of specially good teachers in the Fourth Form and the use by that Form of books written in much simpler English than usual "

How far the above paragraph is a correct account of the change which appears to have been recently made in the United Provinces will be clear from the following facts taken from official records I have the curriculum for Anglo-Vernacular Schools of the United Provinces of 1902 before me The classification of pupils and the text-books used for Arithmetic and History and Geography in Anglo-Vernacular Schools of the United Provinces are given below -

Classes	How taught
Preparatory Section	
Class A	Entirely in the Vernacular
Do B	Entirely in the Vernacular
Lower Primary Section	
Class I	Do
Do II	Do
Upper Primary Section	
Class III	Do
Class IV	English taught from a First English Reader Arithmetic taught from a Vernacular book but with English figures Agriculture taught from a Vernacular book Geography taught from a map
Lower Middle Section	
Class V	English from Macmillan's English Reader No II for N W P Arithmetic - Revision in Vernacular Geography from Hill's First Book of Geography in Urdu or Hindi No History
Class VI	English from Macmillan's TMI Reader & Murche's Science Reader No I Arithmetic - Revision of that read in lower classes Compound Interest Geography from Hill's Second Book in Urdu or Hindi No History

Upper Middle Section	
Classes VII & VIII grouped together which prepare for the Middle English Examination the first half of the course should ordinarily be completed in Class VII & the second in Class VIII	English - The Reader prescribed for the Middle English Examination Arithmetic - Revision in English of the part already learnt Percentages Square Roots Square Measures Euclid - Book I Algebra - Up to Simple Equations History - Marsden's History in English for Class VII & Lazurus' Brief History of India for Class VIII Geography - Hill's First Book & Macmillan's Geography of N W P in English Sanitation - Way to Health in English
High Section	
Classes IX & X	These classes prepare either for the Entrance Examination or the School Final Examination

From the above curriculum it will be seen that (1) the whole course of instruction up to the Matriculation Standard extends over eleven years nine of which are spent in the Primary and Middle Sections and two in the High Section (2) the course of the Preparatory A & B Classes, corresponding to the Mysore Infant A & B Classes and of Classes I II & III is purely Vernacular English being excluded from the work of the first four years (3) the First English Reader is taught in Class IV but all subjects other than English from Vernacular books (4) in Classes V & VI similarly English is taught from an English Reader but all other subjects from Vernacular Books and (5) in Class VII which corresponds to our III Form and Class VIII which corresponds to our IV Form in High Schools all subjects are taught from English Books Classes IX & X correspond to our Forms V & VI

In the above curriculum which was in force in 1902 a change had been ordered to be made by Government in 1900-1901 namely to exclude English from the Upper Primary Section that is from Class IV and to per-

permit the commencement of English Reading only from V Class that is after five years of purely Vernacular instruction The Director of Public Instruction in his Report for 1901-1902 speaks of the change ordered as follows -

Orders were passed last year to discontinue the study of English in Upper Primary Classes of State Schools but they had not yet come into effect at the close of the year There is no doubt that the measure is at present unpopular It does not extend to either aided or unaided Schools but it is hoped that uniformity will be eventually established "

In the Report for 1902-03 dated 11th September 1903 the Director of Public Instructmon speaks of the exclusion of English from Class IV or the Upper Primary Section as follows -

" The study of English in Class III of the primary section was dropped at the commencement of the year in all State Schools but it has been continued in Class IV (the final primary class) for one year longer in the interests of those boys who had under the old system already begun this language in the lower class Not until the year following that under report has English been excluded from the primary curriculum of State schools "

In connection with the above facts and extracts I would request you to read letter No 519 dated 31st August 1903 from the Officiating Secretary to Government United Provinces to the Director Of Public Instruction United Provinces which has been published at full length in the Educational Review of November 1903 In this letter His Honour the Lieutenant Governor in response to certain representations handed in by an influential deputation orders that English should be commenced in Class III

It will now be clear to you that according to the curriculum in force till now English was commenced in Class IV in the United Province The Director of Public Instruction was of opinion that English should be excluded from Class IV and should be commenced only from Class V Orders to this effect were passed in 1900-01 but have not been carried

carried out till now for various reasons The Director of Public Instruction proposed to carry them out from 1903-04 or rather January 1904, that is, to exclude the study of English from the first five years' course But in the meanwhile strong representations were made to the Government by influential bodies to allow the study of English to commence from Class III and the Government has granted their request and asked the Director of Public Instruction " to revise the curriculum " accordingly It will thus be seen that the Government of the United Provinces after making several experiments and changes during recent years has just come back to the system that has prevailed in Mysore since 1893 namely to exclude the study of English from the first three years' course and to allow English to be taught from Class III Your indictment of the Mysore curriculum based on the ipse dixit of an irresponsible paragraphist who evidently wrote from imperfect knowledge of facts and perhaps for effect breaks down completely and deserves no consideration so far as it is founded on the change recently made in the United Provinces

Before I leave the subject of the curriculum of the United Provinces I would draw your attention to the principles on which it is based Instruction in English Language is not permitted until a pupil is fairly well grounded in the knowledge of his mother tongue by a Vernacular course extending over four years as it exists now, and three years hereafter as has been proposed by the Government The use of English Text-books other than the English Reader is not permitted before the VII Class is reached which corresponds to our III Form These principles are the same as have been adopted in Mysore since 1892

3 In para 2 of your letter under reply you refer to the grounds on which the Mysore authorities are satisfied with the curriculum of the Mysore Department and which you say are given in the extracts quoted by you from my letter to the President of the Mysore Municipal Board NO 373/137 dated 13th July 1903 But you have omitted the most important paragraph in that letter para 4 which fully explains the reasons why it is necessary to teach History from a Vernacular book

book in all classes of a Middle Anglo-Vernacular School except perhaps the highest and to examine candidates of Anglo-Vernacular Schools in the subject of History in their Vernacular in preference to English You have ignored ~~yo~~ these cogent reasons altogether which render it imperative to adopt the present curriculum and the present method of examining middle school ~~school~~ pupils in history I would once more draw your attention to the para by quoting it below -

' Before the curriculum of Primary and Middle Schools was revised and before the Mysore Lower Secondary Examination was established the text-book for Indian History used in Middle Schools was Sinclair's History The language of this text-book was so difficult that most boys had to be taught each lesson first as an English lesson before they could learn the historical facts And when they had learnt the latter they were unable to answer questions in tolerably correct language whether English or Kanarese That they could not compose their answers in English composition being more than boys of Middle Schools can attempt (English was not surprising) But it was painful to see that the boys were equally unable to express their answers in Kanarese In this most unnatural state of things the boys had to resort to committing whole pages of Sinclair to memory and reproducing them in their answers Under these circumstances I could not possibly sanction the use of Sinclair's Englisn History in Middle Schools and had to insist on the use of a Kanarese History of India A good book on the History of India has recently been published by Mr Marsden in easy English suited to the capacity of Middle School boys I have since its publication permitted its use in Middle Schools I still maintain however the principle that a Middle School boy should not be compelled to write his answers in English as in attempting to do so he not only commits many blunders but becomes habituated to the use of faulty English which he can unlearn only with great difficulty if at all at a later stage '

4 On paras 5 & 7 of my letter to the President of the Mysore Municipal Board you have showered your criticisms and pointed out what

what you call " fallacies " in these paras I will answer your criticisms seriatum

(1) You say it is a fallacy to take the percentage of passes as a test of success It may at once be granted that it is not a mathematically accurate nor a full test of success I never said it was Moreover it is not a test of the sound or healthy nature of the education that is imparted, but that it is a fair test of the success of mere teaching in a school cannot be denied It is admitted to be so by all educationists For comparing the success of two different institutions by the test of percentages of success no doubt the numbers of candidates and by implication the total numbers of pupils should be about the same Your objections are mainly directed to the following comparison of the results of Marimallappa's School and the Bangalore Municipal English School at the Lower Secondary Examination

	No of candidates from 1894 to 1902	Passed I Class	II Class	In Eng only	Total
Municipal School Bangalore	508	48	320	10	390
Marimallappa's School Mysore	000	17	104	37	208

When the number of candidates sent up for the final examination of two schools of the same grade is nearly the same it is quite fair to compare the results of the two schools and to estimate the success of the schools by the results If by reference to the average number on the rolls it is discovered, as you have, that Marimallappa's School which shows inferior results had a much smaller average attendance of 384 boys against 551 in the Municipal English School that is a proof to my mind if one were wanting that promotions in Marimallappa's School appear to be habitually made without much care and boys are brought up to the III Form in large numbers who are unfit for the class On this subject I wrote to you in your capacity of Hon Secretary of the School in my letter No 5738/344 dated 24th December 1902 I am not aware of what steps you took to put a stop to the evil of too rapid and undeserved promotions on the receipt

receipt of my letter It is evident to me that if the average total attendance of Marimallappa's School was always smaller than that of the Bangalore Municipal School the number in the V A V Class should also naturally be smaller in the long run I find however that the average number in the V A V Classes of Marimallappa's School from 1892 to 1902 was ~~exactly~~ about the same ~~as 85~~ as in the V A V Class of the Bangalore Scho If any further proof of the inferiority of teaching and management of Marimallappa's School is necessary it is afforded by the following table compiled from the results in English and Arithmetic of the Lower Secondary Examination of the last three years Whatever the number of candidates sent up or the average total attendance of the two schools may be the uniformly larger number of boys of the Bangalore school obtaining superior marks in the two most difficult subjects is a clear proof to my mind of the inferior teaching of Marimallappa's School

Name of School	Number examined	Number passed	English 120			Arithmetic 100		Year
			Number getting 70 and upwards	Number getting between 60 and 70	Number getting between 50 and 60	Number getting 50 and upwards	Number getting between 40 and 50	
City Municipal English School Bangalore	52	41	2	18	13	40	6	1900
Marimallappa's School Mysore	37	8	'	'	2	7	6	1900
City Municipal English School Bangalore	71	46	6	10	24	23	15	1901
Marimallappa's School Mysore	70	16	'	3	7	6	7	1901
City Municipal English School Bangalore	49	38	9	13	14	31	6	1902
Marimallappa's School Mysore	63	42	5	12	10	25	13	1902

You further remark that " the percentage of passes merely measures the ratio of the number of successful students to the number of students sent in for the examination and it is obvious that this ratio can be increased to any desired extent simply by diminishing the number of candidates sent in for the examination " Your remark is a truism and in all departmental returns of results there is always a column showing the number of boys attending the final class in the previous month of August You imply by the remark made in connection with the two above named schools that the success of the Bangalore Municipal School has been greater because a limited and select number of candidates is sent up by this school while a larger number without much selection is sent up from Marimallappa's School The following table will show that the implied inference is untenable It will be seen that while the average number of pupils in the V A V Class was 88 and 85 in these schools respectively, the average nurber during the last 11 years sent up from the Municipal School Bangalore was 65 and that sent up from Marimallappa's School was 51

Year	Municipal English School Bangalore		Marimallappa's School Mysore	
	No in the V A V Class in August	No sent up for the L S Exam	No in the V A V Class in August	No sent up for the L S Exam
1892	61	37	82	27
1893	53	38	72	30
1894	90	62	76	61
1895	133	70	78	51
1896	109	53	99	39
1897	89	54	87	61
1898	86	64	91	41
1899	91	50	74	72
1900	87	64	83	46
1901	95	72	80	66
1902	77	51	117	73
Total No	971	606	938	557
Average No	88	66	86	51

You proceed to compare the percentages of success obtained by Marmalla ppa's School with those obtained by the Doddaballapur A V School on the ground that " the average strength of the Doddaballapur School dur ing the period under review was 348 and of Marmallappa's School 391 " In making this comparison ¥£¥¥££¥/¥¥£/¥¥ø/££¥øø¥£// you do not appear to know that there is no common basis of comparison between the two schools These schools cannot be compared together either in their curriculum or results because the Doddaballapur School is essentially a Vernacular School with only a few boys who learn English On 30th June last there were 305 boys on the rolls of the Doddaballapur school of whom only 55 learnt English On the same date there were 313 boys in Marimallappa's School of whom 234 learnt English You do not appear to be aware that in Mysore there are two kinds of A V Schools In one kind of schools all boys above the II Vernacular Standard learn English To this class belongs Marimallappa's School The Bangalore Municipal English School, and the A V Schools at Shimoga Chikballapur Chitaldrug and Tumkur There are nearly a hundred other A V Schools in which only a few boys willing to learn English and able to pay the fees are taught English after 12 noon in addition to the three principal Vernacular subjects taught before 10 A M In these schools large numbers of boys belong to the Infant and Primary classes while the number in the Middle Vernacular and Anglo-Vernacular Classes is comparatively very small

2 The second so called fallacy" you point out " is contained in the statement that the City Municipal School, Bangalore has strictly followed the Govt Order bout the commencement of the study of English ' There is no fallacy whatever in the statement which is strictly in accordance with existing facts Up to the end of the year 1902 there was no class below the I A V Class in this school but the I A V Class was divided into sections A & B and sometimes A B & C Section A was always of the standard of the I A V Class but sections B & C were professedly lower and were in a way preparatory to section A There were no classes corresponding to Vernacular Classes II & I and the Infant Class as there always have been in Marimallappa's School I consider it quite legitimate for an A V School which has no

no Vernacular Classes to have a class or section attached to the I A V Class consisting of boys who have not fully qualified themselves for admission to the I A V Class A school of this kind draws its new boys from a wide field and has generally no ancillary school which would act as a feeder to the I A V Class It would be impracticable and almost impossible for such a school to obtain at the beginning of the year only such new boys as have passed the II Vernacular Standard It is permissible under these circumstances for the Headmaster to admit boys almost but not fully qualified into a preparatory section B or C of the I A V Class At the beginning of this year inquiries were made if the rule about the commencement of English after passing the II Vernacular standard was observed in the Municipal English School and I was assured by the Deputy Commissioner and President of the Municipality that it was But after the inquiries were made the Headmaster seems to have somewhat unreasonably called section B of the I A V Class the preparatory class This preparatory class is quite different as you will see from the three classes that Narimallappa's School had until recently below the I A V Class

You add that the Municipal English School " has used English as the medium of instruction in the highest or Lower Secondary Class " But this practice is in accordance with para 4 of Order C No 121 of 21st November 1893 which left it to the discretion of the Headmaster to use English Text-books of History and Geography in the V A V Class Narimallappa's School could also have adopted English Text-books in the V A V Class A considerable number of A V Schools have already adopted them all over the Province

(3) The third so-called " fallacy ' you point out is ' in the method of comparing the success of Mysore with that of the University' You say that in calculating the percentage of success for the whole University along with candidates sent up from schools 'private candidates' are also taken into account while taking the percentage of success for the Mysore schools "private candidates" of Mysore, whose number is not separately given in the Syndicate's Report, is not taken into account Now it may be at once conceded that there is a certain amount of force in

in your criticism. But when it is considered that all or nearly all so-called "private candidates" have been at one time or another pupils of High Schools that the defination of "private candidates accepted by the University has varied from time to time until now it includes candidates who have left a High School within the last three months immediately preceding the Matriculation Examination, and when it is also considered that hardly any bonafide "private' candidate can learn the science prescribed for the examination privately your objection loses nearly all its force Moreover no one expects mathematical certainty from percentages calculated on the total number of candidates which are freely used by educationists all over India for statistical comparisons and have been used by the late Director of Public Instruction of Madras who was probably the greatest mathematician in India Percentages in statistical comparisons are used for general and not mathematically precise inferences In spite of your criticism I still maintain that the percentages of Mysore Schools show better results than those of the whole University You have also to bear in mind that the Mysore percentages are calculated by the Syndicate on <u>all</u> schools in Mysore which include some inferior High Schools of the Civil and Military Station and Mission High Schools

But even after eliminating the number of "private candidates from the total number of candidates of each year the percentages calculated for the whole Presidency on the number of Pupil" candidates only are much lower than those of Mysore as the following table will show For the first column of this table the percentages of Mysore High Schools only are taken from the Reports on Public Instruction in Mysore

Year	Percentages of Mysore High Schools	Percentages of the whole University including Private candidates	Percentages of Pupil candidates only of the whole University
1892/93	18 7	15 4	17 4
1893-94	26 1	22 8	25 6
1894-95	30 8	24 1	25 0
1895-96	39 1	30 0	41 7
1896-7	40 6	30 8	30 5
1897-8	41 3	27 4	33 5
1898-99	40 4	32 0	38 6
1899-900	31 3	21 0	25 8
1900-01	29 7	19 0	23 7
1901-02	42 7	31 7	37 9

The Govt High Schools of Mysore undoubtedly produce far better results than the average High School outside the Province Moreover in forming an estimate of the success of Mysore Schools from the above statistics the extreme vagaries of examiners and variations of standards in the different subjects from year to year should properly be taken into account For example in 1892 only 30 percent of the candidates passed in English In 1893 only 22 9 percent of the examinees were successful on the whole and their ill success was due to the excessive severity of examiners in Physics and Chemistry in which only 47 percent of the candidates were successful Again in 1894 there was great slaughter in Physics and Chemistry only 37 percent of the candidates having passed in that subject In 1895 on the other hand there was a great fall in the severity of the standard of the examination in English so many as 79 per cent having passed in that subject But in 1896 1897 and 1898 the percentages of successful candidates in English fell to 53 40 and 45 respectively and in 1898 there was a reexamination in Chemistry The year 1899 was a

a disastrous one for Matriculation candidates as only 3d per cent passed in Physics and Chemistry in that year against 71 per cent in 1897 In 1900 only 19 5 per cent of the candidates passed on the whole and the Senate felt the necessity of appointing a Committee to revise the Bye-laws of the Matriculation Examination In 1901 there was great slaughter in Mathematics and Physics and Chemistry That in spite of all these variations in the standards of the examinations in various subjects the Mysore High Schools have shown higher percentages than those attained by the Madras Schools generally even after the private" candidates are eliminated is greatly to the credit of the former Your charge that "Mysore is steadily losing ground as compared with the University and that English Education in High Schools in the Province deteriorating is entirely without foundation Your eagerness to condemn the Mysore curriculum for Primary and Middle Schools has led you to make a statement which is reckless and likely to mislead those who are not educational experts I am unable to understand how a critic of your acumen who demands so much preciseness in the percentages quoted by me in the case of Middle Anglo Vernacular Schools should be in such haste to express a sweeping condemnation of the work done by the Mysore High Schools without considering the statistics given above, which you yourself could have easily collected and the serious variations in the standard of the Matriculation Examination from year to year

4 In para 4 you ask me to collect statistics from Matriculation candidates to show how many years boys usually take to pass or even to appear at the Matriculation Examination after passing the Lower Secondary Examination I consider such an inquiry to be quite uncalled for I have not noticed in the course of my inspection any extraordinary difficulty in a boy of average abilities to pass the Matriculation Examination in three years after passing the Lower Secondary Examination from a good High School like those at Shimoga Tumkur Chikmagalur Hassan and Channapatna There are other High Schools like those at Kolar Chikballapur and Chitaldrug which are in need of improvement If you have found the quality of pupils in

in your High School Department to be inferior the causes for such a state of things are to be found not in the curriculum of Anglo Vernacular Schools or in the Mysore Lower Secondary Examination which is admitted to be a far better test than the corresponding Madras Examination by all who have experience of both examinations but in the defective methods of teaching English in the schools that act as feeders to your High School Classes I have already called your attention to the fact that the teaching of English is not satisfactory in Varimallappa's School which is the principal source from which you draw your Fourth Form boys The Board of Trustees has done nothing so far as I am aware to exercise proper supervision and control over the work of the school and its methods of teaching Until recently unsuitable books of English Grammar and other subjects were I am informed in use in the school Home exercises in Translation Grammar and General English are not carefully attended to The departmental circulars for the teaching of English in Middle Schools have not been carefully followed The inferiority of teaching in Varimallappa's School is amply proved by the statistics given above in para 4 (1) If you have found the quality of your Fourth Form boys to be inferior the causes are to be sought much nearer home than you appear to think

5 To enable me to see what improvements can be effected in Middle and High Anglo Vernacular education in Mysore City I request you will be so good as to furnish the following information at your earliest convenience -

(1) The curriculum of your High School Department with full information about text-books used and the quantity done in a year

(2) The Home exercises prescribed every week in the High School Forms

(3) The timetables of the High School Forms

(4) A table showing the total number of admissions made into your Fourth Form for the last five years and the

the number drawn from each of the various Middle Anglo Vernacular Schools that act as feeders to your High School Department

I have the honour to be

Sir

Your most obedient servant

H J Bhabha

Inspector General

Edn 81J

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OFFICE OF INSPECTOR GENERA OF EDUCATION IN MYSORE
Bangalore, 13 th July 1903 190

From

H J BHABHA, ESQ,
Inspector General of Education in Mysore,

To

M Kantharaj Urs Esq B A

President of the Municipal Board

M y s o r e

SIR

I have the honour to inform you that several of the statements alleged to have been made during the discussion on the order of government C No 121 dated 21st November 1893 at the last meeting of the Mysore Municipal Board held on the 27th June are not true The question ofthe stage at which instruction in English should commence was settled by the late Dewan and Members of Council in 1892 and 1893 Whether the order can or should become a matter of discussion now appears to me very doubtful So many statements however which are not supported by facts and which are likely to mislead the public have recently been made more or less publicly that it has become necessary to invite your attention to them

2 It is not true that before 1893 a boy after commencing to learn the vernacular alphabet took six years to pass the many

the Matriculation Examination It was possible for an intelligent lad of 11 or 12 who had learnt one or two languages like Kanarese or Hindustani and Sanskrit or Persian and gone through the course of a Middle Vefnacular School to learn enough of English in six years to enable him to pass the Matriculation Examination The Matriculation Exarination itself was much easier then than at present and the University did not require from Matriculation candidates a certificate of attendance in the High School Forms for three years after completing the Middle School Course A course of about 11 years' instruction from the Infant Class to the Matriculation Examination is laid down in every Province of India and the study of English is now strictly excluded in nearly every Province from some of the lowest classes

3 It is not true that Sir K Sheshadri Iyer appointed a conference in 1893 to discuss the merits of the Order he himself had passed There was no conference suggested or ordered by Government What happened was this During one of my visits to Mysore in 1893 the Rev W W Holdsworth Principal of the Wesleyan Mission High School Mysore came to me with a request that I should meet a few teachers and members of the Municipality and the Representative Assembly who were interested in the question at an informal meeting and explain to them the principles on which the Order was based readily attended the meeting to answer all questions and explain all doubtful points The principles underlying the Order being new to the people of Southern India at the time were misunderstood by many

many parents and teachers and I was glad to have an opportunity of removing their misapprehensions as far as possible

4 Before the curriculum of Primary and Middle Schools was revised and before the Mysore Lower Secondary Examination was established the text-book for Indian History used in Middle Schools was Sinclair's History The language of this text-book was so difficult that most boys had to be taught each lesson first as an English lesson before they could learn the Historical facts And when they had learnt the latter they were unable to answer questions in tolerably correct language whether English or Kanarese That they could not compose their answers in English was not surprising English composition being more than boys of Middle Schools can attempt But it was painful to see that the boys were equally unable to express their answers in Kanarese In this most unnatural state of things the boys had to resort to committing whole pages of Sinclair to memory and reproducing them in their answers Under these circumstances I could not possibly sanction the use of Sinclair's English History in Middle Schools and had to insist on the use of a Kanarese History of India A good book on the History of India has recently been published by Mr Marsden in easy English suited to the capacity of Middle School boys I have since its publication permitted its use in Middle Schools I still maintain however the principle that a Middle School boy should not be compelled to write his answers in English as in attempting to do so he not only commits many blunders but becomes habituated to the use of faulty English which he can unlearn only with great difficulty

difficulty if at all at a later stage

5 It is not a fact that English education in High Schools has suffered on account of the Order of 1893 or the regulations of the Mysore Lower Secondary Examination Far from English education having suffered it has greatly improved in almost every High School The percentages of successes of Government High Schools especially and of all High Schools generally have invariably been much higher than the general average for the whole of the Madras Presidency The following table compares the average percentages of success for the whole of Mysore and the whole of the Madras Presidency at the Matriculation Examination from 1892-93 -

Year	Mysore	Madras	
1892-93	18 4	15 4	
1893-94	23 8	22 8	
1894-95	33 7	22 1	
1895-96	39 1	36 6	
1896-97	40 6	30 8	
1897-98	40 7	27 4	
1898-99	38 0	32 0	
1899-1900	31 6	21 0	
1900-1901	28 7	19 5	
1901-1902	41 7	31 7	

6 It is not true that Government have made one law for Bangalore and another for Mysore In para 5 of Order C No 121 dated 21st November 1893 it was distinctly stated that the Aided High Schools of Bangalore were permitted to teach English in two classes below the IV Anglo-Vernacular class because there was a considerable population of races speaking the Tamil and Telugu Languages in Bangalore The exception did not apply to other schools of which

which the flourishing Municipal English School was the largest The Aided High Schools are two Mission Schools situated outside the Pettah midway between the Cantonment and the City A considerable number of boys from the Civil and Military Station whose vernacular was Tamil, Telugu or Hindustani attended these schools Moreover before plague came into Mysore boys used to come for admission into these schools from Adoni Anantapur Bellary Cuddapah Salem and other districts who were ignorant of Kanarese It was not possible to arrange for as many sections of the I & II Vernacular classes as there were vernacular languages spoken by the pupils Under these peculiar circumstances Government allowed the teaching of English in classes I & II of these schools as well as the use of English Text-books for all subjects in the Middle Department The Municipal English School of Bangalore which is in the heart of the Pettah had not the same difficulty about Vernacular languages as the Mission High Schools and therefore it was not included among the exceptions to the rule It cannot be said that therefore this school has in any way suffered either in strength or the results obtained at the Lower Secondary Examination It has been uniformly the most successful school in the Province, and has year after year sent up to the High School classes of the Central College boys who have distinguished themselves there

7 It is instructive to compare the results obtained at the Lower Secondary Examinations of the last eleven years by the Municipal English School Bangalore which has strictly all followed

followed the Government Order about the commencement of the study of English with the results obtained by the largest Middle School in Mysore City and which has not carried out the Order but taught English in seven classes instead of five

	No of candidates 1892 to 1902	Passed 1st class	2nd class	In English only	Total
Municipal English School Bangalore	508	48	346	16	390
MariMallappa's School Mysore	566	17	164	27	208

It will be seen that while the number of candidates from both school was almost the same the number passed from Marimallappa's School in the First class ~~class~~ was about one-third and the number passed on the whole was about one-half of the corresponding numbers passed from the Municipal English School at Bangalore

8 Under these circumstances I would leave it to you to consider whether the question of the stage at which instruction in English should commence which requires expert knowledge to deal with it should form the subject of discussion at a meeting of the Municipal Board of Mysore Moreover it appears to me that it will serve no useful purpose to discuss the merits of an Order which was passed by Government after full and careful consideration and which forms a part of their educational policy

I have the honour to be

Sir

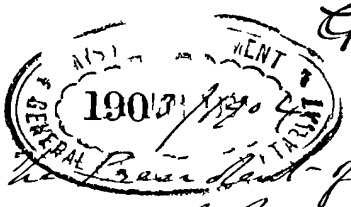
Your most obedient servant

H J Bhabha

Inspector General

Part-II

G 2399



From The Dewan Head of the Mysore City Municipality

To The Secretary to the Govt of Mysore & the Rev & Genl Department

Dated 20th January 1904

Despatched 22nd

Received

General No 119
No

Enclosure No two folios

Submitting for orders the correspondence regarding the System of English Education to be adopted in the Lower Schools in the City under the Municipality

G[illegible]
25 & 04

MGCPB—50 1-4-03—6 12-03

Office of the President of the Mysore
City Municipality,
Dated Camp Begur the 20th January 1904

No. 119

To,

H. V. Nanjundayya Esqr. M.A. Rnd
Secretary to the Government of Mysore
in the General and Revenue Departments

Sir,

In forwarding for the information of Government the accompanying correspondence ending with Mr. Weir's letter dated the 8th August 1903 to the then President on the subject as to when the study of English should be begun in the state-aided schools, I have the honor to give below a resume of the correspondence on the subject

2 On the 23d February 1903 the Inspector General of Education in Mysore requested that the rules framed by Government in regard to a curriculum of studies for the primary and Middle schools in their notification no 121 dated the 21st November 1893 might be carried out in the aided schools within the municipality This letter was considered by the Board in their meeting held in the month of May 1903 and the Board resolved that the

Government order in question be given effect to within
a week from the date of the resolution and they further re
solved to consider the report of their sub Committee on the
subject at the meeting in the month of June 1903 At that
meeting the Board considered the report of the school Committee
and resolved that Government be moved to reconsider their
said order no 121 dated the 21st November 1903 with a view
to assimilating the system of English education in Mysore to
that which obtains in Madras On the 13th July 1903 the Inspector
General of Education in Mysore addressed the then President
on the subject and after a brief history of the Educational policy
of Government concluded with the observation that the subject
which required expert knowledge to deal with should not have
been discussed by the Board and that it would serve no useful
purpose to discuss the merits of an order which had been
passed by Government after full and careful consideration
The Board at their meeting held in the month of July 1903 re-
Considered the letter of the Inspector General of Education and
resolved to refer the question to a Sub Committee consisting of
Mr J Weir, Rev. Thorp, Messrs Venkata Krishna, Narasimhaswamy
and Amma Pandit -

At the first meeting of the Sub Committee, Mr Weir was present and moved an adjournment which was carried He then sent the ~~Memorandum~~ Letter above referred to giving his opinion in the matter dissenting from the Inspector General of Education and stating that the matter should not be discussed in the board nor by the Sub-Committee. I solicit the orders of Government on the Board's resolution of the 27th June 1903 viz that the said Government order no 121 of the 21st November 1893 be reconsidered with a view to assimilating the system of English Education in Mysore to that which obtains in Madras

4 The accompanying file may be kindly returned when done with.

I have the honor to be,
Sir,
Your most obedient Servant,

President of the Mysore Alg Municipality

Mysore
August 8th 1903

From
J Wen Esq
Member of the Municipality Ex Officio

To
M Kantharaj Urs Esq
President

Sir,

I have the honor to inform you that I was summoned to a meeting of a Committee of the Municipal Board on Wednesday afternoon When I arrived there I found that the Committee had been ~~summoned~~ appointed at the monthly meeting held on July 25th, at which I was not able to be present, to draft a reply to the Inspector-Generals No $\frac{373}{137}$ dated 13th July In order to gain time to think over the matter I persuaded the Committee to refer the letter to me as Secretary of Maanmallappa's Trust to answer part of the letter which bears upon Maanmallappa's School, and after a short discussion the meeting was adjourned for a week

I have since received a letter from the Vice-President enclosing Mr. Bhabha's letter and asking me to answer the paragraphs referring to Maramallappas School

On careful perusal of the letter I have formed the opinion that it can scarcely have been Mr. Bhabha's intention that this letter should be placed before the Board, in any case I think it extremely unadvisable that a Government Officer in my position should be forced into public criticism of a Government Officer in Mr. Bhabhas position

I have therefore the honor to recommend you as President of the Municipality ~~to call~~ to dissolve the Committee and withdraw Mr. Bhabha's letter from discussion by the Board Mr. Bhabha leaves it to you to consider whether the subject of Elementary Education should take place at a meeting of the Municipal Board of Mysore It is a sufficient reply to say that the discussion has already taken place and that the Board has passed a resolution on the question which will be submitted to Government

along with his letter in due course As an excuse for dissolving the committee I think it is sufficient to say that the Board has already passed a resolution on the question and that it is a question for Government to decide whether it was within its rights in discussing the ~~question~~ subject

I have the honor to forward herewith a short memorandum traversing Mr Bhabhas letter from which you will see that there is considerable difference of opinion between the Inspector General and myself on the subject, and I do not think it is in the public interest that the Board should be called upon to decide between us I have therefore the honor to request that you will be pleased to forward my memorandum to Government along with the Resolution of the Board and the Inspector General's letter

I have the honor to be
Sir
Your most Obedient Servant
J Wen
Member of the Municipality (In Office)

Memorandum on Mr. Bhatha's letter

The origin of the discussion

The scheme for organizing Elementary and Middle School Education received Government sanction in G O No 121 dated 21st Nov. 1893 It has since transpired that a small and comparatively unimportant part of the Order has not been enforced in Mysore until the present year When the Inspector General of Education called on the President of the Board to enforce the G O strictly the latter laid his requisition before the Board who passed a resolution at the monthly meeting in May that the order should be enforced at once and that the Municipal School Inspec- should be instructed to see that the G O was strictly carried out without delay A motion requesting the Government to reconsider the G O as a whole was deferred to the next meeting on June 27th when it came up for discussion and the Board passed a modified resolution

Without waiting for the resolution of the Board to be submitted to Government in the usual course

Mr Bhabha took the somewhat unusual step of writing officially to the President of the Municipality urging him to put a stop to the discussion This letter was submitted to the Board at its monthly meeting on July 25th and a Sub-committee appointed to draft a reply The Sub committee met on Wednesday August 5th and referred the letter to the Secretary of Prammalappa's School and adjourned for a week This memorandum is forwarded to the President with a letter recommending him to dissolve the Committee and submit the papers to Government

2 The Right of the Board to discuss the G O

In §1 of his letter Mr Bhabha says - The question of the stage at which instruction in English should commence was settled by the late Dewan and Members of Council in 1892 and 1893 Whether the order can or should become a matter of discussion now appears to me to be very doubtful

The use of the word 'can' appears to imply that in Mr Bhabhas opinion the Board is acting beyond its powers in requesting the Govt to modify a G O which was passed nearly ten years ago On this point the position of the Board is perfectly clear The Board represents the ratepayers whose money is being spent on elementary and middle school education and in this capacity it claims the right to make a representation to Govt regarding the way in which the money should be spent But the money is spent in grants to schools in so far as they comply with the G O in force for the time being

Standards and curriculum of

therefore claims the r

and curriculum of studies in schools under its jurisdiction This is all that the Board has done in passing its resolution on June 27th regarding the present system of education in Mysore

3 On the Inquiry involved in the Resolution of the Board

In the sentences quoted in the previous paragraph Mr Bhabha appears to be under the impression that the Board merely recommend that the Govt should modify their order in regard to the stage at which instruction in English should commence His whole letter is a defence of the policy of Govt in that respect and in paragraph 8 of his letter he writes to the President of the Board —

Under these circumstances I would leave it to you to consider, whether the question of the stage at which instruction in English should commence — which requires expert knowledge to deal with it — should form the subject of discussion at a Meeting of the Municipal Board of Mysore

In this Mr Bhabha shows that he is under a complete misapprehension regarding the nature and scope of the enquiry involved in the Resolution of the Board which is as follows "Resolved that the Government be moved to reconsider Order No 121 dated 21 II 1893 with a view to assimilating the system of English education in Mysore to that which obtains in Madras

The main features of the proposed change will be (1) the optional use of English Text books in History and Geography in Middle Schools

and (2) the optional use of English at the lower Secondary Examinations in the History and Geography papers, and (3) greater freedom to managers of schools in the arrangement of their standards and curriculum of studies

Whether Government should or should not regulate the stage at which English the study of English should commence did this time also form the subject of discussion at the meeting of the Board and will have to be included in the enquiry which the Government make in case they decide to consider the subject at all but it was a small and comparatively unimportant part of the discussion at the meeting of the Board and Mr. Bhabha must have had a very incomplete and misleading report of the proceedings before him when he wrote this letter to the President As his letter however contains some statements which cannot be allowed to pass unquestioned it is necessary to examine it at some length

4 The Municipal School Bangalore and Maunmallappas School

In defence of the policy of Govt with reference to the stage at which English instruction should commence Mr Bhabha draws a contrast between the results obtained by these two schools at the Lower Secondary Examination between 1892 and 1902 The municipal School Bangalore is shown to have produced very much more favourable results than Maunmallappas School Mysore and the advantage in favour of the former is, emphatically alleged (97) to be due to the fact that the former "has strictly followed the Government Order about the commencement of the study of English" While "the latter has not carried out the order but taught English in seven classes instead of five

Without going into Mr Bhabhas figures I admit generally that there is a marked superiority in the percentage of passes from the municipal School Bangalore, but I do not admit that the cause assigned by Mr Bhabha is the true one

In the 4 o referred to "the aided High Schools ~~were~~ in Bangalore were permitted to teach English in two classes below the I Anglo-Vernacular Class, but this

exception did not apply to other schools of which the flourishing Municipal English School was the largest (96) And in (97) we are told that the faithful flourishing Municipal School reaped the benefit of its virtue by a high percentage of passes in the Lower Secondary Examination

As a matter of fact I had occasion last May to ask a few questions of the Chairman of the Schools Committee of the Bangalore Municipality regarding this flourishing School In reply the chairman of the Committee forwarded a D-O letter from the Headmaster from which the following is an extract

City Municipal School
Bangalore 14th May 1903

My Dear Sir

I beg to inform you that just as in the Mussulman Schools in Bangalore the English alphabet and a few lessons of English Primer are taught in the Preparatory Class below the First Class

* * * * * * * *

Yours Obediently
(Signed) K Krishnaswamayya

It is thus clear that whatever may be the cause of the superior results ~~obtained~~ obtained by the flourishing Municipal School it is certainly not the one alleged by Mr Bhabha

It is further stated by Mr Bhabha in (57) that "it cannot be said that this school has in any way suffered in strength" as a result of carrying out the G O strictly In view of the fact that this school has not carried out the G O strictly, it certainly cannot be said that this school has in any way suffered in strength as a result of carrying out the G O strictly The question remains how far it has retained its strength at least in its lower classes, ~~by ignoring the G O~~ as a result of ignoring the Order

5 The Alleged improvement in High School Education

Mr. Bhabha says (65) that far from English education having suffered it has greatly improved in almost every High School - as a proof of his statement he takes the Matriculation Examination and compares the average percentages of success for the whole of Mysore and what he calls the whole of the Madras Presidency A reference to the annual reports of the Syndicate shows that the "Whole of Mysore" means the whole of the Candidates from High Schools in Mysore excluding Private Candidates from the Mysore Province while the whole of the Madras Presidency means "the whole of the Candidates who appeared for the University Examination including private Candidates from the Madras Presidency as well as from Mysore and other native states

Now it does not require much expert Knowledge ~~of~~ of elementary education theories to say that such a comparison is unfair to the University and an utterly unreliable test of the improvement or otherwise in High School Education in Mysore Private Candidates are products of the High Schools and it is perfectly well known to the man in the street that the number of Private candidates has increased rapidly during the last

few years; and as the percentage of passes among private candidates is very much lower than in the case of school candidates the inclusion of private Candidates must materially diminish the percentage of the whole University

To prevent any misapprehension it is necessary to add that I have not formed any opinion on the question raised by Mr. Bhabha — as to whether English education has suffered numerically under the new system I do not think that the question was raised at the Board meeting I merely maintain that Mr Bhabha has not proved his point

6 The Conference in 1893

In 1893 a Conference was held ~~1893~~ at which Mr. Bhabha met a few teachers and members of the Municipality and of the Representative Assembly (93) Whether this was a formal conference appointed by Sir K Sheshadri Iyer or an informal meeting called at the request of the Rev Mr Holdsworth does not appear to be a matter of much importance Unfortunately we do not always see ourselves as others see us, and it is quite possible that Mr Bhabha thought that it was an informal Conference, while the few teachers and members of the Municipality and of the Representative Assembly thought that it was an official business

The result of the Conference appears to have been an agreement or understanding among the Headmasters of the Schools that the G O so far as it refers to the Stage at which instruction in English should commence should be quietly ignored at any rate it may be inferred from the subsequent treatment of the G O that Mr. Bhabha did not succeed in removing the Objections to the new scheme The question arises whether Mr. Bhabha represented to the Dewan that there was a strong feeling of opposition to the scheme It is different

to believe that some of the gentlemen who were present attended the conference except on the understanding that their views were going to be represented to the Dewan And if that was not done at the time it seems a strong reason why the Govt should be urged to reconsider the G.O now in view of the strong feeling on the subject that exists among the rate payers

I understand that the opposition was as much to the abolition of English as the medium of instruction as to the stage at which English education should commence On the subject of the Vernacular as the medium of Instruction it is instructive to refer to §250 of the Report of the Indian Education Commission of 1882

" It is a question in the decision of which much must depend on local circumstances, and hence the freest scope in dealing with it should be left to the managers of schools Whatever be the view which the Department in any province may be disposed to adopt

7 Exclusion of English from Primary Classes in Madras Schools

In §2 of his letter Mr. Bhabha says that the study of English is now strictly excluded in nearly every Province from some of the lower classes In a previous letter to the President of the Municipality dated 23rd Feb^y he says that the principle laid down in the Order (about the exclusion of English from Primary classes) has been recently adopted in Madras

The Schools committee appear to me to have approached the subject in a more scientific spirit than the Inspector General and they say in their report "The Madras "Education authorities do not in practice insist upon a "three years course of vernacular study before beginning "English and they have made it a point to examine "English text-books in the 3rd Vernacular class according "to the information we obtain from Mr E Marsden "who till very lately was the Inspector of Schools in the "British territories

Before accepting Mr. Bhabhas statement as correct I think it would b well to make further inquiry

8 The Introduction of an English Text book of Indian History into Middle Schools

In §4 of his letter Mr Bhabha deals with the question of the Introduction of an English Text-Book of Indian History into Middle Schools Under the G.O it is noticed that the Text-Books of History and Geography used in Middle School Classes shall be those written in a vernacular language except in the highest class where at the discretion of the Headmaster English Text Books of History and Geography may be used, provided always that English Text Books may be used in classes below the highest in the High Schools in Bangalore

In January 1901 a Notification was published recommending Marsdens History of India for use in the highest class where it is desired to use an English Text Book and in September 1901 a further Notification was issued permitting the use of the same book at the option of the teacher in classes below the highest
This seems to be a direct contravention of the Govt Order and opposed to the declared policy of Govt and yet in §8 of his letter Mr Bhabha attempts to

Stifle discussion of the merits of the Govt Order on the ground that it was passed by Govt after full and careful consideration and forms a part of their educational policy ! From this it is pretty clear that Mr Khaparkha does not really believe that the orders of the Government of Mysore are as unalterable as the laws of the Medes and Persians

Vernacular in the Lower Secondary Examination

Mr. Bhabha still maintains the principle (94) that a Middle School Boy should not be compelled to write his answers in English but the Govt has not adopted this principle wholly as ~~they~~ all the questions in English in the Lower Secondary Examination are set and answered in English, and it seems to be a fair subject for discussion whether it is not advisable to examine in the same language as that in which the Text Books in use are written, or at any rate to modify the Lower Secondary Examination in such a way as to give an option to candidates for examination

Again if History can be taught in English in classes below the highest, why not Geography? It is alleged that the geographical terms employed in the vernacular books in use are - at least some of them - pedantic Sanskrit which is quite as unintelligible to the infant mind as the corresponding English words Unfortunately I am not in a position to express any opinion on the matter But if on enquiry it is found to be true it seems to me a reason for permitting the use of English Text-books in that subject, and the use of English at the Lower Secondary Examination

10 Length of the Matriculation Course

In one of the papers submitted to the Board it was stated that before 1893 6 years was sufficient to enable an average student to pass his matriculation examination The context shows that the School Committee meant "before the introduction of the new Matriculation Scheme which came into force in 1892, and it is clearly in this sense that Mr Bhabha understands the statement He says "It is not true that before 1893 a boy after commencing to learn the vernacular alphabet took six years to pass the Matriculation Examination It was possible for an intelligent lad of 11 or 12 who had learnt one or two languages like Kanarese or Hindustani and Sanskrit or Persian and gone through the course of a Middle Vernacular School to learn enough of English in six years to enable him to pass the Matriculation Examination

This can only mean that a boy under 17 had little chance of passing the Old Matriculation Examination Now it must be remembered that before 1892 the system of education in Mysore followed the system of education in Madras as regards the stage at which English instruction was commenced And what was possible in Madras

as a whole was therefore possible in Mysore Let us then see what was the state of things in Madras University before 1892 The new Matriculation Examination came into force in 1892 and in the year 1891 there was a great rush of private candidates anxious for one final attempt and therefore I take the year 1890 as the last year of the old Matriculation examination under normal circumstances. In that year 7002 candidates for Matriculation were examined as follows —

~~Boys under 17~~

	Number examined	Passed I Class	II Class	Total	Percentage of Passes
Under 17	2776	93	759	852	30 70
Above 17 + Under 21	~~3869~~ 3794	29	719	748	19 72
Above 21	432	3	45	48	11 11
Total	7002	125	1523	1648	

From which it is clear that the boys under 17 had very much the best of it Of the total number of candidates appearing that year 39 6 were under 17 Or if we exclude candidates above 21 years of age we may say that 42 per cent of the candidates below 21 years of age were under 17

On the other hand the statement of the School Committee

that 6 years was sufficient for an average student is scarcely borne out by the statistics of the matriculation Examination ~~It is contended that~~ According to the showing of the Committee the average boy begins his education in his seventh year but a very small percentage of boys under 14 appeared for the Matriculation Examination

The Schools Committee however have made out a strong prima facie case for their contention that the combined result of the revision of the matriculation Examination and of the system of education in Mysore has ~~passed~~ been to raise the age of matriculates in Mysore more than in Madras It is pointed out that the new matriculation Scheme has raised the High School course from two years to three for the whole University While in Mysore a new class has been added to the Middle School course and by the abolition of English from the Lower Secondary Examination in History and Geography the # High School course has been in very many cases raised from three years to four as boys who have passed the Lower Secondary Examination are so deficient in English that they are unable to derive the full benefit from the teaching in the High School classes

In this connection it is instructive to see the number of candidates for matriculation who were under 17 in the year 1901 the latest year for which statistics are available In that year there were 7658 candidates examined as follows –

	Number Examined	Passed I Class	II Class	Total	Percentage of Passed
Under 17	1887	52	949	1001	53 0
above 17 but under 21	4144	19	1238	1257	30 3
above 25	1627	–	169	169	10 4
Total	7658	71	2356	2427	

Here again we see that the boys under 17 have very much the best of it Out of 2427 who passed in 1901, 1001 were under 17 years of age According to Mr. Khabha's theory seven years are necessary to acquire sufficient English to pass the new matriculation Examination after the completion of a middle school course in the vernacular Yet two boys of twelve were examined and passed and 52 boys between 13 and 14 were examined and as many as 235 between 14 and 15 Personally I do not think it at all advisable to push small boys on quite so rapidly but it is highly desirable to have a school curriculum so arranged that an intelligent boy can pass the matriculation examination before the age of 17 after passing through all the classes of a Primary Middle and High School

The System of education in force at present (except in Bangalore) is as follows

Primary classes - No English - 3 years

Second Standard Examination

Middle School - English as a language - 5 years

Lower Secondary Examination

High School - English as medium - 3 years

Matriculation Examination

F A College Course - - 2 years

F A Examination

B A College Course - 2 years

B A Examination

If a boy is deficient in Geography at the Second Standard Examination he is kept back for a year, at least he ought to be, under the order

If he fails at the Lower Secondary Examination he must either go back to the Middle School for a year or if he is admitted to the High School he will almost to a dead certainty have to spend four years before he is allowed to appear for the Matriculation Examination

Even if he passes the Lower Secondary examination his knowledge of English is so defective that there is a fair chance of his being kept back a year

Then at the Matriculation examination a large percentage of students are kept back a year, and again at the F A examination and the B A examination is now so severe

that few students pass in two years The consequence is that by the time a student a little below the average has taken his degree he is getting advanced in years

The Schools committee maintain that there must be a saving of time in the lower classes by a revision of the standards and curriculum of studies It is alleged that intelligent parents who can pay the price, avoid the government regulations by employing private tutors for their boys who are thus enabled to enter a higher class in the Middle School than they would have been in if they had gone through the school from the lowest class There is certainly prima facie evidence in support of this statement and if enquiry shows that it is true to any great extent either in Bangalore or Mysore it seems to me to be an argument for a revision of the system of education on the lines recommended by the Board

The Royal School Mysore

I believe that an additional feeling of bitterness has been introduced into the discussion of the question in Mysore by a comparison of the results produced by the Royal School as compared with the result produced by the local aided schools. The Royal School was started about the middle of 1892 under the direct patronage and supervision of HH the late Maharaja with the object of educating some boys as companions to H H the present Maharaja. The system adopted was the old fashioned one of teaching English as a spoken language from the beginning. In addition to the ordinary subjects of a Middle School Course the boys were taught Hindustani, yet when it was decided to abolish the school in 1896 and the boys were sent up for the Lower Secondary Examination they had little difficulty in passing and most of them are doing well. Here is the history of one of these boys - a relative of Mr Ananda Pandit Municipal Commissioner -

1885	born	
June 1892	joined the Royal School	
Dec 1896	passed the Lower Secondary	nearly 12
Dec 1899	passed Matriculation Exam	- nearly 15
Dec 1901	passed FA first in the Presidency - nearly 17	

It is unlikely that the Municipal Board with the material at its disposal can produce such excellent results as those produced by the Royal School but the experience of that School proves conclusively that it is possible to reduce the length of the primary and Middle School Course

Conclusion

In conclusion I think that a strong case has been made out for an independent inquiry into the working of the present System of Education Mr. Bhabha's off hand way of deciding that High School education has improved throughout the Province does not appear to me to be satisfactory and the reason he assigns for the superior results of the Municipal School Bangalore will not bear investigation Then the compulsory exclusion of English as the medium of instruction in Middle Schools is opposed to the policy recommended by the Education Commission Again the reason he assigns for the exclusion of text book in English on Indian History is opposed to the fundamental principle of some of the greatest teachers Thus Arnold says "It is a great mistake to think that young boys should understand all they learn, for God has ordered that in youth the memory should act vigorously independent of the understanding whereas a man cannot usually recollect a thing unless he understands it Lastly there is the fact that so many boys appear for the Matriculation Examination in Madras under the age of seventeen While if Mr. Bhabha had his way it would be impossible for them to appear before seventeen From all which I cannot help doubting whether the Govt really gave as full and careful consideration to the questions as Mr. Bhabha alleges before this order was passed

Encl Ti-

Edn. 81]

No 7459-60 / 1756 K

OFFICE OF INSPECTOR GENERAL OF EDUCATION IN MYSORE

~~Bangalore~~ Camp Sira 23 February ~~190~~ 1903

Pol & Ge 1123 5 3 3

From

H J BHABHA ESQ,
Inspector General of Education in Mysore,

To

The President of the Municipal Board
Mysore

SIR

I have the honour to inform you that the rules laid down in Government order C No 121 Educational dated 21st November 1893 regarding the stage at which the study of English should commence in Anglo-Vernacular schools, of which a copy is enclosed for ready reference, (have not been followed in the schools maintained and aided by the Municipal Board in the city of Mysore, though the attention of the Hon Secretary of the Schools Committee and the Headmasters has been frequently drawn to them by the Deputy Inspectors of the Mysore District)

I have now to request that you will be good enough to issue strict instructions to the Hon Secretary to enforce the rules The principle

laid down by the Government in the above order in 1893 has been recently adopted in Madras and Bengal and has been in force in the rest of British India for many years past. A violation of it can only do harm and will not be permitted in municipal schools by Government

I have the honour to be
Sir,
Your most obedient servant

H J Bhabha
Inspector General
M.S

Has the honor to forward an original with enclosure to the Hon'ble Secretary of School's Committee for information & obliging necessary

26-2-03

Vice President

Regd No 837
4503

To

The Deputy Inspector
of General Education
in Mysore

Dated March 1903

Enclosure

No

Sir,

Are desired by the
Local Committee of
Board to ask your
information on the
following points

Referring to your
letter no 1459-60
1756
dated 23 2 1903
regarding the stage at
which the study of
English should com-
mence in Anglo-Ver-
nacular schools
maintained and aided
by the Municipal Boards
in the cities of Mysore J

The President

City municipality Mysore

Sir

I have the honour to acknowledge the receipt of Communications from the Inspector General of Education No 7459-60/1756 dated 23rd February 1900 This letter was Considered at two meetings of the Schools Committee, which were held, the one on the 12th and the other on the 21st March 03 The following headmasters of the English schools in the town were also ~~asked to be~~ present at the 2nd meeting Messrs Krishna Rao, Jayakar and Ma Subba Rao

till the year 1892, the teaching of English used to Commence either Concurrently with the teaching of the Vernacular or Continued to begin shortly after the pupils had learnt how to read and write their mother-tongue In 1892 Mr A J Bhabha, the then Education Secretary passed an order CM No 123 dated 12th October 1892 This order excluded the study of English from

the Infant A and B classes, but also from the 1st 2nd and 3rd classes He wanted that native students should study their mother-tongue for 4 or 5 years before seeking admission to the 1st English class He ruled that a boy seeking admission to the 1st English class should have passed the 3rd Vernacular Examination in (1) a Vernacular (2) Arithmetic and (3) History and geography The subjects in which a student is required to pass the 3rd standard Examination will be found on pages 25, 26 and 29 of Appendix B of the Report on Public Instruction in Mysore for 1891-1892 It was also ruled by the same order that in the English middle schools, English should be taught merely as a language and that it should not be the medium of instruction and that the text-books on History and Geography should be those written in a vernacular language Vide the Concluding para of the Order referred to above The managers of aided and unaided schools felt that this was a blow aimed at the very foundations of a sound English Education They thought that 4 or 5 years was too long to be wasted on vernacular education

It was felt that 4 years spent in the middle schools would involve a waste of time as it was ruled that English should be taught merely as a language and that all subjects should be taught in the vernacular and that the question papers in all subjects were ordered to be in vernacular This led to an agitation on the part of Missionary gentlemen at Bangalore The Govt interfered in the matter and laid down the principle that the study of English should commence at a stage when the pupil has acquired a sufficient knowledge of his mother-tongue to be able to learn with ease a foreign language When this principle was laid down, it was incorporated in order G.O No 121 dated 21st November 1893 The matter of determining what Constituted a sufficient knowledge of vernacular was left to the then Education Secretary ie the present Inspector General of Education

By the 1st Circular it was obligatory on a pupil to pass a third vernacular standard before joining the 1st English class By the 2nd order

he made the 2nd Vernacular Examination
~~to~~ obligatory upon them Vide Subjects
for the 2nd Vernacular Standard pages
25, 27, and 29 The other change made
in the 2nd order is that English text-books
in History and geography may be used
in the 5th class (a newly added one) at
the discretion of the headmaster This
change however proved of no value
whatever, since the question papers for
the Examination of the 5th or the lower
Secondary class of an English school
were made to be in the vernacular
The 3rd change made was to give a
discretion to the managers of aided
high schools in the town of Bangalore
to teach English even in the 1st and 2nd
Vernacular classes This relaxation of
the rule as regards the schools in
Bangalore interfered with the migration
of boys from Bangalore to other places
in the Province and vice versa There
was also another concession shown
to the schools in Bangalore They were
permitted to use English text-books in

History and Geography in classes below the 5th Anglo-Vernacular class These Concessions to the Bangalore schools did neither please them, nor the managers of schools outside Bangalore. At the meeting of the Representative assembly the Revolutionary changes contemplated to be enforced in the Education depart-ment were placed before the Govt of Sir Seshadri Iyer An Educational Conference was organised Mr. H.J. Bhabha was made the chairman of it The Conference met in Rangacharlu's memorial Hall there was a warm discussion and all the members of it except Mr. H.J. Bhabha protested against the provisions of the order we beg that the President will request the Inspector-general of Education to send a copy of the report of the conference and the order of Govt thereon for our information and guidance

In Conclusion we beg to submit that the principle laid down by the Govt in this matter is that the study of English should be commenced at a stage when the pupil has acquired

a knowledge of his mother-tongue sufficient to enable him to learn with ease a foreign language The standard of proficiency laid down by the Inspector General of Education to pass the 2nd Vernacular standard is too high for admission into an English school Proficiency in arithmetic and Geography, we humbly beg to submit is by no means such a knowledge of one's mother-tongue as to enable one to learn with ease a foreign language

It is the experience of Educationists in the Province that the changes enforced in the Primary and middle schools in the Province have affected their English knowledge to a great Extent

28th May 03

W Venkata Krishnayya
Chairman Standing
Schools Committee

The President

City municipality Mysore

Sir

I have the honour to acknowledge the receipt of Communication from the Inspector-General of Education No 7459-60/1756 dated 23rd February 1903 This letter was considered at two meetings of the Schools Committee, which were held, the one on the 12th and the other on the 21st march 1903 The following headmasters of the English schools in the town were present at the 2nd meeting Messrs Krishna Rao, Jayachar, Subba Rao

Till the year 1892, the teaching of English used to commence either simultaneously with the teaching of the vernacular or it used to begin shortly after the pupils had learnt how to read and write their mother tongue In 1892 Mr H J Stokha, the then Education Secretary passed the Promotion order C No 123 dated 12th October 1892 This order excluded the study of English not only from the Infant A and B classes but also from the 1st 2nd and 3rd classes He wanted that native students should study their mother-tongue for 4 or 5 years before seeking admission to the 4th English class He ruled that a boy seeking admission to the 4th English class should have passed the 3rd vernacular Examination in (1) Vernacular (2) Arithmetic (3) History and Geography The subjects in which a student is required to pass the 3rd standard examination

Submitted for favourable orders.

Vice President 23/1/03

Maharaja's College Mysore

will be found on pages 25, 26 and 29 of the Appendix B of the Report on Public instruction in Mysore for 1891 92 It was also ruled by the same order that in the English Middle schools, English should be taught merely as a language and that it should not be the medium of instruction and that the text books in History and Geography should be those written in a vernacular language Vide the Concluding para of the order referred to above The managers of aided and unaided schools felt that this was a blow aimed at the very foundations of a sound English education They thought that 4 or 5 years was too long to be wasted on vernacular Education They likewise thought that 4 years spent in the Middle schools would also end in waste of time as it was ruled that English should be taught merely as a language and that all subjects should be taught in the vernacular and that the question papers in all subjects were ordered to be in vernacular This led to an agitation on the part of missionary gentlemen at Bangalore The Govt interfered in the matter and laid down the principle that the study of English should Commence at a stage when the pupil has acquired a sufficient knowledge of his mother-tongue to be able to learn with ease a foreign language When this principle was

Kind down, etc was incorporated in Order
No 121 dated 21st November 1873 The
matter of determining what Constituted
a sufficient knowledge of the Vernacular
was left to the then Education Secretary see
the present Inspector-General of Education
By the 1st Circular it was obligatory on a
pupil to pass the 3rd Vernacular standard
before joining the 1st English class By the 2nd Order
he made the 2nd Vernacular Examination
obligatory upon them Vide subjects for the
2nd Vernacular standard pages 25, 27 and 29
The other Change made in the 2nd Order is that
English text-books in History and Geography
may be used in the 5th class (a newly added
one) at the discretion of the headmaster
This change however proved of no value
whatever since the question papers for the
5th or the Lower Secondary class of an
English school were made to be in the
Vernacular The 3rd change made was
to give a discretion to the managers of
aided high schools in the town of Bangalore
to teach English even in the 1st and 2nd
Vernacular classes This relaxation of the
rule as regards the schools in Bangalore
interfered with the migration of boys
from Bangalore to other places in the Province
and vice versa There was also another
Concession shown to the schools in Bangalore

They were permitted to use English text-books in History and Geography in classes below the 5th anglo vernacular class These Concessions to the Bangalore schools did neither please them nor the managers of schools outside Bangalore At the meeting of the Representative Assembly, the revolutionary changes Contemplated to be enforced in the Education department were placed before the Govt of Sir Seshadri Iyer ~~Sir~~ Educational Conference which met in Rauja charlus Memorial hall There was a warm discussion and all the members of it except Mr H J. Bhabha protested against the provisions of the order We beg to submit that the principle laid down by the Govt in this matter is that the study of English should be Commenced at a stage when the pupil has acquired knowledge of his mother-tongue sufficient to enable him to learn with ease a foreign language the standard of proficiency laid down by the Education department in the matter is too high Proficiency in Arithmetic and geography we humbly beg to submit cannot by no means such a knowledge of one's mother-tongue as to enable one to learn with ease a foreign language

What came the protest did the Govt in sweden order at that time? I.e.

We beg to point out that before 1893

when the one law was framed, 6 years was sufficient to enable an average student to pass his matriculation examination It now takes 11 or 12 years It takes from 18 to 21 years to take an arts degree and a technical degree The course of studies should be so organised that an average student should, by the time he is 25 years of age be able to take two degrees The present curriculum is such that even the best of students cannot hope to do so The Order of the Education department is a great hardship to the whole of the rising generation The syllabus for English and vernacular schools should be separate and independent The boys in English schools should be taught all the subjects from English text books through the medium of the vernacular We train pupils for the Madras University examinations The Madras Educational Rules should therefore be enforced in the Province The course of instruction for schools training for the University Course should be quite different from the course which obtains in vernacular schools The students of English schools should study at least till they pass their matriculation examination Many study till they take at least one degree It is clear from

thus that students have a chance of
studying their mother-tongue as a
second language till they pass their BA
Examination ie for at least 16 years 15
This is more than sufficient to postpone
in one's mother-tongue The order under
reference requires revision in the
interests of students studying for the
University Examination

We therefore beg that you
will kindly move the Govt to reconsider
the order and extend that redress
to the grievances of students studying
in English schools which the Govt
may think proper

I have the honour to be
Sir
Your most obedient Servant

Chairman of the Standing
Schools' Committee

Page

To

The President
Mul. Board Mysore

Sir

At the last meeting of the Board it was unanimously resolved after a full discussion of the Report by the Schools Committee, that the Madras Rules which Govern the curriculum of studies in the English schools should be adopted in Mysore, inasmuch as the Students who receive English Education are prepared for the Madras University examination and inasmuch as a course of study different from what obtains there would operate as an obstacle to equip them for the Madras University examination. The discussion that took place at the Board before the Board arrived at this resolution deserves to be summarised and placed before the Govt and the following is the summary of it

The Madras Education Authorities do not in practice insist upon a three

II

years course of vernacular study before beginning English and they have made it a point to examine English text books in the 3rd vernacular class according to the information we obtain from Mr E Marsden, who till very lately was the Inspector of schools in the British territories

The text-books except those of the 2nd language in the English schools in the Madras prendency are English text-books and they are taught through the medium of the vernacular The question papers of the Madras Lower Secondary examination are set in English This gives the students preparing for the Madras University examination a better ground-work in English than that which students in Mysore have The reason for this is that students of English schools in Mysore, have according to the Order C No 121 to devote the first 5 years of their school life to study every subject in the vernacular English is taught as a second language during 5 out of 8 years course for the Lower Secondary examination This has affected the English knowledge of students very materially so much so that in the majority of Cases 3 years study after passing the Lower Secondary is not at all sufficient to make one fit to pass the Matriculation examination Students show a great earnestness to study English text-books in History and Geography etc

Good vernacular text books on these subjects are not available and boys who learn these subjects from vernacular text-books will have to unlearn a great deal when they begin to read their English text-books Numerous instances of this can be given One typical instance will however suffice The roof of the world is rendered into ಛಾವಣಿಯ ಮೇಲೆ We beg to observe that if the students are permitted to accustom themselves to English text-books from the beginning, they will by the time they pass their Lower Secondary examination be able to follow English teaching in the High school classes

Generally boys begin to attend school in their 7th year they may be permitted to begin their English immediately after they have learnt how to read the printed books and write them to dictation The Order C No 121 lays down the principle that the study of English should be commenced at a stage when the pupil has acquired a sufficient knowledge of his mother-tongue to be able to learn with ease a foreign language More knowledge of his mother-tongue than reading and writing is not we humbly beg to submit,

necessary to learn with ease the English language

At the last Educational Conference, Madras the Educational authorities, Madras, thought of making a three years ~~Course~~ Vernacular Course compulsory. The united protest of parents made them reconsider the matter and the examination of English text books only in the 3rd Vernacular class is a Concession which they had to make in response to the prayers of the people The same provision may be extended to Mysore

The last clause of the Order referred to above, imposes one rule for the Bangalore Students and another for the rest of the Province This inequality should be done away with The order ℂ No 121 requires to be reconsidered and revised so that it may ~~be~~ not Conflict with the Course of Studies obtaining in the Madras Presidency and so that it may not interfere and ~~Conflict~~ with the migration of boys from one part of the Province to another At present boys reading in Bangalore Commence their study of English in the 1st Vernacular class If they leave Bangalore and go to any other

School in the Province, there is no corresponding
Class to which they can be admitted Such
a difficulty is felt to a much greater
degree in the migration of the boys from
Madras presidency to Mysore and Vice versa
these anomalies should be removed in
the interests of the Students of this Province
It is therefore prayed that the course of
English Studies in Mysore be made to follow
that which obtains in the Madras presidency

I am Sir
Dear Sir
Your most obedient Servant
M Venkata Rama Iyengar

Extract from the Proceedings of the ordinary meeting of the Municipal Commissioners for the city of Mysore held on the 25th July 19

x x x

XVII Correspondance ending with memo no dated 4 7 03 from the President of the school Comm the amalgamating the 6 standard of certain english classes as per Government order no C 121

Resolved that the subject be referred to a sub committee consisting of messrs J ward Rev Thorp & Venkata Krishnaiah with Narasimhaswamy and the Executive Assistant Secretary to report

x x x

M Kantharaj Urs
President

K Srinivasaiah
for President

Extract from the proceedings of the ordinary meeting of the municipal commissioners for the city of Mysore held on the 27 June 1903

× × × ×

IV Proceedings of the Standing School Comm the revised in the light of discussion at the meeting held on April 03

Resolved that the Government be moved to reconsider order No 121 dated 21 11 1893 with a view to accumulating the system of English education in Mysore to that which obtains in Madras

× × ×

signed K Seshadri Rao
For President

Copy /

H V Parthasarathy
HC manager

Edn 81]

OFFICE OF THE
INSPECTOR GENERAL OF EDUCATION IN MYSORE,
~~BANGALORE~~, Camp Chandedrug 8 May 1903

Res No 1415
13503

No 9676-7
2307

From

H J BHABHA Esq,
INSPECTOR GENERAL OF EDUCATION IN MYSORE

To

The Vice President
City Municipality Mysore

SIR,

With reference to your letter No 837 dated 1 May 1903 I have the honour to inform you that the subject to which you refer is still under correspondence with the Principal of the Wesleyan Mission High School at Mysore, and that I have reason to believe that the rule about the stage at which the study of English should commence has been carried out in that school But should it not have been carried out yet steps will be immediately taken to see the rule carried out The Preparatory Class of the Wesleyan Mission High School if it did not in every respect correspond in December last to the II Vernacular Standard, differed but little from it and the Principal was asked in this office letter No 7443-4/1747 dated 23rd February 1903 to bring the class up to the

II Vernacular Standard. It is hoped that he has done so

2 Narrimallappa's School is as far as I know the only school in Mysore in which the rule has not yet been brought into effect That it should be carried out uniformly in all schools requires no discussion But because one or two schools have taken time to carry out the rule, that should be no reason for the schools Committee of the Board to delay to carry it out in schools aided by the Board or to ask for correspondence with the managers of schools. That the orders of Government have to be carried out can admit of no doubt.

3 With reference to your last question it is clear that boys migrating from the 1st and 2nd Vernacular Classes of the Aided High Schools of Bangalore to a school in Mysore should be admitted only to the 1st and 2nd Vernacular Classes Such cases should be few and it can do no harm if the learning of English is dropped in their case until they have passed the II Vernacular Standard

I have the honour to be,
Sir,
your most obedient servant,
H J Bhabha
Inspector General

M.P

Forwarded to the Secretary to Govt. Education Dept. for information
13 V.15

Edn 78]

1902—1903

From

H J BHABHA Esq,
Inspector General of Education
in Mysore

To The Vice President,
Municipal Board,
Mysore

Dated 19th June 1903

Despatched

Received

General No 10827
No 2580

1 Enclosures

Dept. C
6
1703

In continuation of this office letter No 9676-7 of 2307 8th May 1903, has the honour to forward herewith for information a copy of letter dated 27th May 1903, received from the Principal, Wesleyan Mission High School, Mysore

H J Bhabha
Inspector General

Has the honour to forward in original with President selects or matter for information & kind return

A Srinivasa
17/6/03

The Board has ordered that G O C No 121 dtd 4th July be carried out. The communication is inconsistent with the G Os previous communications on the subject hereby place this before the Board at its next meeting

Chr Venkata Ramaiyya
4/7/03

Received 4 V
Rec'd

MDCHB—600—31.10.02

Extract from the Proceedings of the ordinary meeting of the Municipal Commissioners of the Mosvorth held on the 30th May 1903

× × ×

XXIV Proceedings of the Standing School Committee revised on the 19th discussion at the last meeting

Resolved that the school inspector be asked to ascertain the government ruling in question so as to give effect to within a week from this date and that he shall submit a report thereon to the President within a week

Resolved also that the reports of the school committee be reserved for discussion at the next meeting

× × ×

I do M Kaulbach Wm
President

K Finnerty
for President

High School
Wesleyan Mission Impore City
May 27th 1903

Sir,

I beg leave to state that your letter dated Nandidroog, 8th May came to hand today only It was forwarded from here to Tumkur while I was there, but owing to some mistake was not delivered to me there, and was returned today

It calls attention to your three previous letters, to which I replied yesterday, apologizing for not replying earlier I again beg you to excuse the delay In my letter dated May 26th (Yesterday) I stated my intention of raising the standard of the Preparatory class and Class I of the above school to what is required by Govt Order C No 121, in order that English may be taught On further examination and consideration I find that this will be impossible this year, in the case of the Preparatory Class I shall therefore, in accordance with your instructions, close to teach English in that class and make it into a Vernacular Class II till the end of this year

This is merely a temporary arrangement, so as to complete the year The Vernacular Class will not be continued in this school next year and in future care will be taken that boys are admitted only in accordance with the Rules laid down in Govt Order C No 121 - It is my full intention to observe those Rules.

but only taking charge of the school in January last, and finding the two classes named below the standard, probably owing to the fact that the course was much disturbed last year by plague, it has taken some little time to find out the state of affairs, and set them right.

On this account I beg you to excuse any irregularity,

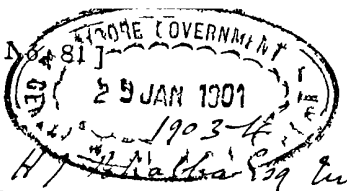
and remain,
Sir,
Your obedient servant,
Signed R W Boote

"True copy"

H J Bhabha
Inspector General.

H V

Edn No 481



1903-4

From H V Nanjundayya Esq BA BL
Secretary to the Govt of Mysore
Genl & Rev Depts
Bangalore

To The Inspector General of Education in Mysore

G 2482

Section	—
File No	—
Serial No	—

No 63389/229

Dated

Received

No of Enclosures (3)

Subject

Submitting copies of correspondence with the Home Secretary of Maharaja's Chamber, the Principal U M High School Mysore, and the Head Master Daliya's Anglo-Canarese School for the information and orders of Government

G(S)
29/04

IV

Edn 81 J

OFFICE OF INSPECTOR GENERAL OF EDUCATION IN MYSORE

No 6338-9/229 Enclosures (3) Bangalore 26th January 1904.

From

H J BHABHA Esq Ma,
Inspector General of Education in Mysore

To

H V Nanjundayya Esq Ma, Mrl,
Secretary to the Government of Mysore,
General and Revenue Departments.
Bangalore.

SIR,

In continuation of my letter No 5217/175 dated 15th December 1903, I have the honour to send herewith (1) Copy of letter dated 18th January 1904 received from the Honorary Secretary of Maranmallappa's Charities, (2) Copy of my reply No 6338-9/2936 dated 26th January 1904 and (3) Typed copies of correspondence with (A) the Honorary Secretary, Maranmallappas School (B) the Principal Wesleyan Mission High School Mysore, and (C) the Head Master Dalwai's Anglo-Sanskrit School Mysore From all this correspondence Government will be able to see how far the complaint of the Board of Maranmallappa's Charities that I have "twice refused to correspond with the Trustees on matters

affecting the interests of the Trust, and how far the claim of the Board based on this complaint that the Honorary Secretary should be authorised to correspond with Government direct are justifiable - Government will also be able to note the objectionable tone and language used by the Honorary Secretary in several of his communications addressed to me as the Head of the Education Department. I have marked with red lines portions of the correspondence to which I would especially invite the attention of Government.

I have the honour to be,
Sir,
Your most obedient servant,
H J Bhabha
Inspector General
BR

encl (1)

From

Wen Esq
Honorary Secretary,
Mavumallappas Charities,
Mysore

H J Bhabha Esq ma,
Inspector General of Education,
Bangalore

Sir,

With reference to your letter No 5218/1588 dated 14th December 1903, which I was unable to answer earlier owing to my absence from the station, I have the honour to remind you that in your letter No 6780/1595 dated 5th February 1903 you brought a serious charge against the Board of Trustees as a reason for stopping the grant-in-aid - you were asked to give the necessary information to enable the Board to make inquiries and defend themselves against what appeared to be unfounded aspersions. In the course of the subsequent correspondence you say in your letter No 9334/2228 dated 27 April 1903 "with all due respect to the Board of Trustees, I must decline to give my reasons for believing the fact or to continue correspondence on a subject which appears to me irrelevant to the point at issue". Both the President and I myself thought that the matter could not rest here and that the Board ought to be given an opportunity

of clearing itself from your aspersions In answer to my letter of the 15th May again calling for the necessary information you put a new construction upon your charge, but still withheld the information which was necessary to enable us to find out whether this modified accusation was founded on fact. This was the first instance of your declining to correspond with the Board on matters affecting the interests of the Trust

2. In the same letter dated May 25th you brought a new charge against the Board, and when subsequent events proved that it was unfounded, I asked you in my letter of June 20th to reconsider your decision about the grant-in-aid. In your reply No. 138 dated 4th July 1903 you refused to reply. This was the second instance of your declining to correspond with the Board on matters affecting the interests of the Trust.

3 The other portions of your letter do not call for any reply.

I have the honour
&c
(Signed) J. Weir
Honorary Secretary.

25th January 1904
Mysore

True Copy
H J Bhabha
Inspector General.

Enc 2

Office of the Inspector General
of Education in Mysore
Bangalore 26th Jan, 1904

No 6338-9
2936

From H J Bhabha Esqr MA
Inspector General of Education
in Mysore

To J Weir Esqr MA
Honorary Secretary
Maramallappa's Charities,
Mysore

Sir,

With reference to your letter dated 18th January 1904 I have the honour to inform you that in your letter you point out two occasions on which as you allege "I declined to correspond with the board on matters affecting the interests of the Trust" The first instance alleged by you is that I did not reply or fall to your letter of 16th May 1902 But I have

answered your queries as fully as I could under the circumstances on paras 1 and 2 of my letter No 10148/2412 dated 26th May 1903. It would have served no useful purpose ef I had told the board as they wanted me to tell them, which managers objected to the enforcement of the rule in question on their schools because the board of Maremallapp's school did not carry out in their school, I declined to give this piece of unnecessary information because it could not have tended to promote good feeling between managers of neighbouring schools nor could such a piece of information be justly & properly furnished to the managers of a school that had admittedly broken the rule The information you wanted had moreover nothing whatever to do " with matters affecting the interests of the Trust "

2 The second instance you quote is my reply No 138/42 dated 4th July 1903 on which I acknowledged receipt of your letter dated 20th June 1903 The enclosure of your letter was practically " a certificate that the rule has been enforced since the commencement of the present school year as was asked for in my letter No 6780/1595 dated 5th Feb 1903. But your letter was unaccompanied by

any grant in aid bills to be countersigned, and I was given to understand that the grant was being paid by the Municipality without my countersignature that the Municipality actually issued a cheque for payment which was dishonoured by the treasury, I feel sure, from docket No 116 dated 31st Aug 1903 from the Vice President of the Mysore Municipality in which he asks me to Countersign, as required by the Comptroller, a bill for Seven months grant from January to July 1903 I Countersigned the bill on the very day on which I received it and returned it to the Vice President — Since then I have been receiving the monthly grant in aid bill from you and it has been duly returned to you In this second instance quoted by you there was not even the faintest semblance of my declining to correspond with you on matters affecting the interests of the Trust, I must add that the attempt made by the Board to get the grant-in-aid bills Cashed by the Municipality without my Countersignature was a piece of irregularity which I did not expect from them

3 As however the Board have based a claim to correspond direct

with Govt on the alleged Complaint that
" The Inspector General has twice refused
to correspond with the Trustees on matters
affecting the interests of the Trust" I have
thought it necessary to send to Govt a
Copy of your letter dated 18th Jan 1904
and this reply as well as the whole
correspondence I have had both with
the Board of Allaconallapp's charities and
the Managers of other Middle Schools in Mysore
This correspondence will show to Govt how
far the Complaint made by your board and
your claim to correspond direct with Govt on
that account ~~of~~ are justifiable Govt will at
the same time be able to discern whether the
strong language used by you in the letter
under reply regarding "what appear to be
unfounded aspersions" and "my aspersions
can be justified

I have the honour to be
&c

(Signed) H G Bhabha
" Inspr. Genl

"True Copy"

(Sd) H.G. Bhabha
Inspr. Genl

(Sd) BR

cl (3) A

Office of Inspector General of Education in
Mysore Bangalore dated 24th December 1902

No 5736/1344

From

H J Bhabha Esq M A.
Inspector General of Education in Mysore

To

Weir Esq M A
Secretary to the Board of Trustees
Maharajapa's School
Mysore

Sir

With reference to the last inspection report dated 20th June 1902 on Maharajapa's School Mysore I have the honour to inform you that admissions and promotions to the V/A V Class do not appear to be made with ordinary care in as much as out of 73 boys sent up for the Lower Secondary Examination of November 1901 only 13 passed and of the 57 who failed so many as 33 failed in English and 28 in Arithmetic

2 The Deputy Inspector also reports that boys in this School are often permitted to commence the study of English before passing the II Vernacular Standard against the standing orders of the Department I request that the Board will be good enough to take early steps to put a stop to this irregularity A copy of Government Order No 141 dated 21st November 1903 on the subject is enclosed for ready reference

I have &c
(Sd) H J Bhabha

From

The Inspector General of Education in Mysore

To

J Weir Esq M A

Secretary, Board of Trustees, Marimallappa's School Mysore

No $\frac{8079}{1428}$ dated 15th January 1903

Has the honour to invite attention to this office docket No 5738/1344 of 24/12/03 and to request the favour of an early reply

(Sd) H J Bhatha

Office of Inspector General of Education in Mysore

No $\frac{8780}{1595}$ Bangalore dated 5th February 1903

From

The Inspector General of Education in Mysore

To

The Secretary to the Board of Trustees Marimallappa's school

Mysore

Sir

In continuation of my letter No 5738/1344 dated 24th Decr 1903 and Reminder No 8079/1428 dated 16th Janry 1903 I have the honour to inform you that the laxity with which the rule permitting the commencement of the study of English only after the II Vernacular Standard is passed is enforced in Marimallappa's School has led to similar laxity in other schools I regret therefore my inability to pass the Grant-in-aid bill dated 2nd Febry 1903 for the month of January unless it is accompanied by a certificate that the rule has been enforced since the commencement of the present school year

I have to

(Sd) H J Bh tha

From

J Weir Esq L A

Secretary to the Board of Trustees Marimallappa's school

Mysore

To

The Inspector General of Education in Mysore

Dated 14th April 1903

Sir

With reference to your letter dated 5th Febry I have the honour to inform you that the information I have been able to gather does not bear out the serious charge you have been pleased to bring against the Trust I have therefore the honour to request that you will be good enough to give me a list of the schools in which the laxity with which the rule is observed is due to the example of Marimallappa's School to enable me to make further inquiries

I have &c

(Sd) J Weir

Office of Inspector General of Education in Mysore

No 833/835 Bangalore dated 15th April 1903

From

The Inspector General of Education in Mysore

To

The Hon Secry, Board of Trustees Marimallappa's School

Mysore

Sir

With reference to your letter dated 14th April 1903, I have the honour to inform you that it raises a side issue which is perfectly irrelevant to the point that the managers of Marimallappa's School have for years transgressed a standing order of the Department though their attention has been repeatedly called to the fact in the annual inspection reports and otherwise It can serve no useful

useful purpose to raise an irrelevant question or to answer it when the Board of Trustees have considered it fit to ignore my letter dated 24th December 1902 which has remained unacknowledged up to date That letter was written in time to enable the managers to make suitable arrangements in conformity with the standing order from the commencement of the present school year But I have not yet heard that any such arrangements have been made Under such circumstances it is neither incredible nor improbable that other smaller schools should quote the example of Marimallappa's School in defence of their own transgression of the Order

I have &c

(Sd) H J Bhabha

From

The Hon Secry Marimallappa's School Mysore

To

The Inspector General of Education in Mysore

Dated 21st April 1903

Sir

With reference to your No 9935/3?5 dated 15th Inst, I have the honour to refer you to your No 3780/1595 dated 5th Febry ? I have the honour to inform you that the laxity with which the rule permitting the commencement of the study of English only after the II Vernacular Standard is passed is enforced in Marimallappa's School has led to similar laxity in other schools I regret therefore my inability to

From this you will see that the question I have raised is not a side issue but according to your own statement is the immediate cause of the suspension of the grant Further you will see that it is not a question of credibility or probability but a question of fact I have therefore the honour to request that you will be good enough to give me the information asked for On receipt of this information I will make further inquiries

I have &c

(Sd) J Weir

Office of Inspector General of Education in Mysore

No 2334/2268 Bangalore Dated 27th April 1903

From

The Inspector General of Education in Mysore

To

The Hon Secry to the Board of Trustees Marimallappa's School
Mysore

Sir

With reference to your letter dated 21st April 1903, I have the honour to inform you that what you quote is not the sole nor the chief reason which has led me to decline to countersign the grant-in-aid bill That the example of Marimallappa's School has had its effect on other smaller schools until recently is an undoubted fact With all due respect to the Board of Trustees however I must decline to give my reasons for believing the fact or to continue further correspondence on a subject which appears to me irrelevant to the main point at issue

2 I beg once more to invite your attention to my letter No 5733/1314 dated 24th Dec 1902 and to request you to be so good as to let me know what steps the Trustees have taken or mean shortly to take to carry out Govt Order No 141 dated 21st Nov 1902

I have &c

(Sd) H J Bhabha

From

The Hon Secry, Marimallappa's ~~School~~ Trust Mysore

To

The Inspector General of Education in Mysore

Dated 10th May 1903

Sir

With reference to your letter dated 27th April, I have the honour to point out that I did not presume to ask you to give your reasons for believing the fact that the example of Marimallappa's School has had its effect on other smaller schools I merely asked you to name some of the schools on which the example has had its effect

My information is that after the irregularity was brought to my notice in the beginning of 1900 the study of English was discontinued in the infant classes and by the end of that year the II Vernacular Standard was to be reached in the I English class It is alleged that Marimallappa's School was the only school in the city in which the Govt Order was carried out or attempted to be carried out at that time that in consequence the attendance at the school fell considerably as many parents sent their children to other schools where they could be taught English as formerly and that in consequence the financial position of the Trust was seriously affected The departure of Marimallappa's school from the paths of virtue would thus appear to be due to the evil example of other schools and not vice versa as you allege In order to decide between the two theories it is necessary to make some inquiries of the Headmasters of the smaller schools which are alleged to have been led astray by the evil example of Marimallappa's School I have therefore the honour to request that you will be good enough to give me the information asked for

2 As regards your complaint that no reply was received to your letter of the 5th Dec 1902 I have the honour to inform you that on receipt of the letter I made inquiries and was informed that no steps were being taken to enforce the Govt Order in other schools in the city In 1900 I had acted on my own responsibility as Secretary in enforcing the order and in consequence the Trust had suffered serious loss In 1902 I thought it necessary to lay the matter before the Board of Trustees before acting But owing to your unfortunate choice of time and opportunity, this necessitated delay as it was the Christmas holidays and the President was at Delhi but I relied on the usual courtesy of the Mysore Govt for three reminders and one warning After your first reminder of 15th January I made further inquiries was again informed that no steps were being taken to enforce the order in other schools Then in February you stopped the grant after only one reminder and without warning By the end of March the position of affairs had altered and the Head master called on you when you were

Mysore to try and arrange matters but I regret that the reception corded to him did not encourage him tc proceed and he left without doing business It then became necessary to call a meeting of the Board of Trustees and with the object of presenting a complete report I asked you for some information which is necessary for the Trustees The subsequent delay is due to your unwillingness to comply with what appears to me a reasonable request I have therefore the honour to request that you will be good ~~ enough to give me the information at an early date

3 I may add that both the President and myself will try to induce the Board to enforce the rule in question as far as is being done in other schools in the city in the course of this year and a meeting of the Board will be called for the consideration of the whole question as soon as we have complete information

I have &c

(Sd) J Weir

D O

Confidential

Camp Belakavadi
26-5-03

My dear Sir

With reference to your confidential letter dated the 17th inst, I beg to say that in defence of the breach of the rule about the commencement of the study of English the example of the Wesleyan Mission High School was often quoted by the Marimallappa's School and the example of these two big schools was followed by the smaller schools I opine that the example of both these schools has encouraged the smaller schools to break the rule in question

The other day Jayarayacnar, Head aster of the Saradavilas Anglo-Sanskrit School said that the Wesleyan Mission High School was not following the rule in spite of your warning Mr M Venkatakrishnayya Headmaster, Marimal appa's School is of the same opinion A few days back he said that the Principal of the Wesleyan Mission High School sent

sent up a false certificate to you stating that the rule was being acted upon there though it was not actually so Since I was in hurry to leave Mysore on circuit I could not visit the Wesleyan Mission High School and ascertain the truth According to the personal instructions given by you on the 30th March when you were in Mysore last Mr B Deeka Charlu and myself visited the A V Schools - Dalvoy's Balabodhini Ittigegud and St Joseph's all in the North Circle Brother Joseph Headmaster St Joseph's School plainly said that the Wesleyan Mission High School and the Marimallappa's School were not observing the rule about the admission of boys to the I English Standard and that was one of the reasons why the rule was not cared for in his school Since you will be on Mysore about the 5th proximo for H H the Maharaja's Birthday I would beg to suggest that you may please to visit the Wesleyan Mission High School and the Marimallappa's School before you finally decide on the above subject I will also return to Mysore about the time

I beg to remain &c

(Sd) M Sreenivasa Rao

D I Mysore South

Office of the Inspector General of Education in Mysore

No 10148/2416 Nandidrug 20th May 1903

From

The Inspector General of Education in Mysore

To

The Hon Secry Marimallappa's Trust Mysore

Sir

With reference to your letter dated 15th May 1903, I have the honour to inform you that at the same time that the authorities of Marimallappa's School were written to on the subject of enforcing the rule the managers of all other English Schools in Mysore were also addressed on the subject in December last When the Deputy Inspectors attempted to enforce the rule in the smaller schools in the early part of this year in nearly every case these schools quoted the

the example o\ Marimallappa's Scho l in their own defence Even so late as the beginning of March last the r nager of one of the minor schools asked to be excused for one year from following the rule on the groudi that other schools in tne city were teaching English from the first Standar^ This is ala t^at was meant by th^ re rks that " the laxity with which the rule permitting the commencement of the study of English only after the II Vernacular Standard is passed is enforced in Marimallappa's School has led to similar laxity in other schools" and that " the example of Marimallappa's School has had its effect on other small schools "

2 I am glad to hear for the first time that you were good enough to make an attempt to enforce the rule in 1900 in your school and failed because other schools did not follow it If you had informed me of the difficulties you felt in carrying out the rule I should have done my best to remove them The rule could have been enforced in all schools in Mysore in 1900 as well as now Though Marimallappa's School may have been the first to attempt to carry out the rule it certainly is the last at present in observing it for as far as I know all other schools have been following it and if Marimallappa's School does not also act up to the rule at once it may seriously injure the interests of other schools

3 With reference to the fear that the enforcement of the rule would cause a loss of income I would invite your attention to Rule 9 regarding fees sanctioned by Govt Order CNo 197-271 dated 24th January 1904 which is as follows -

" In the towns of Bangalore and Mysore it will be open to the Headmasters of aided and municipal schools to levy by mutual ////////// agreement higher rates of fees for vernacular instruction than those prescribed in Rule 8 and when such agreement is arrived at the higher rates of fees shall be adopted in the Govt schools also "

If you consider that by such a mutual agreement higher fees than those laid down by Government may be levied in the lower vernacular classes in the city of Mysore I shall be glad to help in bringing about

about such an agreement

In conclusion I am not aware of what you call " the usual courtesy of the Mysore Government for three reminders and one warning but know that ordinary official etiquette requires a letter to be acknowledged in about a week's time

I have &c

(Sd) P J Bhatha

From

The Inspector General of Education in Mysore

To

The Hon Secry Narima Iappa's Trust Mysore

No 10578-9/2040 dated 16th June 1903

Sir

I have the honour to invite your attention to my letter No 10148/2412 of 25-5-03 and request the favour of an early reply thereto

I have &c

(Sd) T R Venkatasami naidu

For I G E

Mysore dated 20th June 03

From

The Hon Secry Narisallappa's Trust Mysore

To

The Inspector General of Education in Mysore

Sir

With reference to your letter of the 16th inst I have the honour to inform you that the question of the attitude of the schools towards the Govt Order came up for discussion at a meeting of the Municipal Board on Saturday May 30th when it was decided that the Municipal Inspector of Schools should be instructed to see that the order was carried out in all the schools within Municipal limits and report to the President within one week The discussion on the educational principle involved in the order was adjourned to next meeting I have not yet seen the report of the Municipal School Inspector but I enclose

enclose for your information a report on Marimallappa's School from the Headmaster showing that the teaching of English has been discontinued in the primary classes

With reference to your letter of the 20th ult I have the honour to inform you that there was absolutely no difficulty experienced in carrying out the order in 1930 but the experiment was expensive Your suggestion about raising the fees ought appears to indicate that you have failed to grasp the situation There will be no loss of income if the Order is carried out impartially

3 As regards your statement about official courtesy I can only say that it is not in accordance with my experience and I believe that if it had been the custom for a rupture of diplomatic relations to follow upon a breach of your rule official correspondence would have ceased long ago

4 As regards the stoppage of the grant the first reason assigned was that Marimallappa's School was responsible for the delay in 6 other schools It is now manifest that the other schools were responsible for the delay in Marimallappa's School The second reason assigned was that Marimallappa's School had for years ignored a Govt Order It is now admitted by you that this is not the fact Under the circumstances I have the honour to request that you will be good enough to reconsider your decision in the matter I cannot certify that the teaching of English has been discontinued from the beginning of this year but the Headmaster's letter may be taken as certifying that it has been discontinued since the beginning of this year

I have the honour &c

(Sd) J Weir

P S I would have answered your previous letter immediately after the Provincial Meeting but I hoped that some statements made at the meeting would be reproduced in the Inspector's report and furnish material for your edification

(Inld) J W

Marimallappa's School Mysore

Marimallappa's School Mysore

To

The Hon Secry Marimallappa's School Mysore

Dear sir,

I beg to inform you that the teaching of English has been discontinued in classes in which the portions prescribed in Vernacular Arithmetic and Geography by order CNo 121 dated 21st Nov 1903 has not been completed

I have the honour to remain
&c
(sd) L Venkatakrishnayya
Headmaster

1st June 04
Mysore

N 138/12

Office of Inspector General of Education in Mysore Bangalore dated 4th July 1904

From

The Inspector General of Education in Mysore

To

The Hon Secry Marimallappa's Trust

Sir

I have the honour to acknowledge receipt of your letter dated 30th June 1904 in which you inform me that the teaching of English has been discontinued in Vernacular classes I&II of Marimallappa's School

2 It is unnecessary to refer to portions of your letter especially the postscript of which both the matter and language are open to objection

I have &c
(Sd) P J Shabha

B

Wesleyan Mission High School Mysore

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Mysore 23th December 1902

From

The Principal Wesleyan Mission High School Mysore

To

The Inspector General of Education in Mysore

Sir

Your letter of yesterday was a surprise to me for since I wrote last year asking the regulation on the point you raise I have been most careful to ascertain that boys asking for admission to the First class of the High school shall be of the required standard According to your ~~last~~ instructions I have without exception refused admission to every boy whom I considered to fall below that standard Many wh have read in Vernacular Schools but had not passed through the second class have been refused admission Others who had not read in a Vernacular School and had no intention of so doing have been examined and admitted or refused admission as I trought them fit or unfit

Moreover I wish to point out that of these boys not one this year has been admitted to the first class They have all been sent to the Preparatory Class where they are certainly brought up to the standard you require for admission to the first If there is any "irregularity" in this a matter over which I have exercised the greatest care I shall be glad to have it pointed out to me No one sees the folly of admitting boys to a High school who are not fit for it more than I do

I am certainly surprised that such a complaint should have come to your office before the Inspector had made the least enquiry of or complaint to the Principal whose school he was examining

I beg to remain &c

(Sd) A E Tomlinson

~~From~~

From

The Inspector General of Education in Mysore

To

The Principal Wesleyan High School Mysore

Dated 10th January 1903

No 243/ 39

With reference to his letter dated 28th December 1902 Has the honour to inform that the Inspector General regrets to observe that the Deputy Inspector has made a statement which he is unable to substantiate The Inspector General is glad that the rules regarding the admission of boys to the I & V class are strictly observed in the Wesleyan Mission High School

(sd) P J Bhatha

D O

Office of the Deputy Inspector of Schools Mysore South dated 13th February 1903

To

The Inspector General of Education in Mysore

Sir

In your O letter of the 27th December you were pleased to say that the Principal of the Wes Mis High School at Mysore indignantly denies that he has broken the rule (about commencing the study of En glish) since it was brought to his notice or that he has admitted any boy to the I class in January 1903 or since who was not of the prescribed required standard In fact he has not admitted any boys from Vernacular schools this year except this Preparatory class "

It is true that no new boys were admitted to the I class during the year 1902 But this English I class as it is is not up to the vernacular II Standard in Arithmetic and Geography as per Order No 241 dated 21st Nov 1902 Further the Principal of the Wes Mis High School has permitted the teaching of English in the Preparatory class which contains the boys who have not completed even the course of the I Vernacu

Vernacular class in Arithmetic and Geography For ready reference the examination mark lists of the I and Preparatory classes signed by the Principal himself are submitted herewith for kind perusal and obliging return Under these circumstances I should humbly protest against the Principal's indignant letter and respectfully request that you will be so good as to call the attention of the Principal to Circular No 121 quoted above and demand a certificate to the effect that all the articles of the Order in question including the Provision No 5 are care-fully observed

I beg to remain &c

(Sd) M Srinivasa Rao

From

The Inspector General of Education in Mysore

To

The Principal Mes Mis High School Mysore

No 7113-4/1747 dated Sirs 22nd February 1903

Sir

In continuation of my docket No 3648/1895 of 10th January 1903 I have the honour to inform you that the Deputy Inspector of Mysore District South sends the mark lists of his examination dated 12th 15th December 1902 of the I and Preparatory classes respectively signed by the Principal which show the amount of work trought up for examination In neither the Preparatory nor the I class have the quantities of the subjects of Arithmetic and Geography prescribed for the II Vernacular Standard been completed though English has been taught in both these classes The standard of instruction in the Preparatory class if it is to be maintained should be raised to that of the II Vernacular class from this year As the Mission however maintain a large Kannada Boys' School in Mysore there should be no difficulty in drafting from that school a number of boys who have passed the II Vernacular Standard and who wish to learn English directly into the I A V class of the High School I request therefore you will be good enough either

either to abolish the Preparatory class or maintain a II Vernacular class in place of it in future so as to carry out the rules laid down in Govt Order CNo 121 of 21st Nov 1893 for the commencement of the stud of English

I have &c

(Sd) H J Bhabha

From

The Inspector General of Education in Mysore

To

The Principal Mes Mis High School Mysore

No 3385/2000 dated 2nd April 1903

Has the honour to invite attention to this office letter No 7443-7/1787 of 23-8-03 and request the favour of an early reply thereto

(Sd) I R Venkatasami Naidu

For I G E

very urgent-

From

The Inspector General of Education in Mysore

To

The Principal Mes Mis High School Mysore

No 9073-7/2303 dated Nandidrug 8-11-03

Has the honour to invite the attention of the Principal to this office letters No 9443/1900 dated 10-1-03 and 7443-7/1787 dated 23-8-03 and subsequent reminder no 8050/2000 dated 2-10-03 and request the favour of a very early reply The Principal is requested to state if the rule laid down in Govt Order CNo 121 dated 21st Nov 1893 for the commencement of the study of English have been carried out in the lowest classes of the Mes Mis High School at Mysore

(Sd) I R Venkatasami Naidu

For I G E

From

The Principal Mes Mis High School Mysore

To

The Inspector General of Education in Mysore

Mysore Dated 28th May 1909

Sir

I beg to humbly apologize for not replying earlier to your letter No 7143-1/1747 dated 23rd February though I have been acting according to your instructions therein contained By a mistake which I deeply regret I did not see your letter dated 2nd April calling my attention to the above mentioned letter till to day In reply to it I beg to state that according to your instructions I am making the standard for the Preparatory class of the above school equal to that of Class II of a Vernacular School

I trust that by the end of the year the amount required according to Govt Order CNo 121 will be presented for examination I beg you to excuse my not replying to your letter and remain

&c &c

(Sd) R A Doo s

Principal

Mes Mis High School Mysore

27th May 1909

To

The Inspector General of Education in Mysore

Sir

beg leave to state that your letter dated Nandidrug 8th May came to hand to day only It was forwarded from here to Turkur while I was there but owing to some mistake was not delivered to me there and was returned today

It calls attention to your three previous letters to which I replied yesterday apologizing for not replying earlier I again beg you to excuse the delay In my letter dated 26th May (yesterday) I stated my intention of raising the standard of the Preparatory Class and Class I of the above School to what is required by Govt Order CNo

C No 141 in order that English may be taught On further examination and consideration I find that this will be impossible this year in the case of the Preparatory Class I shall therefore in accordance with your instructions cease to teach English in that class and make it into a Vernacular Class II till the end of this year

This is merely a temporary arrangement so as to complete the year The Vernacular Class will not be continued in this school next year and in future care will be taken that boys are admitted only in accordance with the rules laid down in Govt Order C No 141 It is my full intention to observe these rules but only taking charge of the School in January last and finding the two classes named below the Standard probably largely owing to the fact that the course was much distrubed last year by plague it has taken some little time to find out the state of affairs and set them right

On this account I beg you to excuse any irregularity and remain

&c &c

(Signed) R W Boote
Principal

From

The Inspector General of Education in Mysore

To

The Principal Maharaja High School Mysore

No 3344/1403 dated 4th June 1903

Sir

With reference to your letters dated 25th & 27th May 1903 I have the honour to inform you that it will be sufficient this year if the Preparatory Class is made a class of the II Vernacular Standard and the teaching of English omitted in it during the remainder of the year and if the standard of the I A V Class is raised as far as possible to that of the Vernacular III Class in all subjects other than English From next year whether a Preparatory Class of the II Vernacular Standard is maintained or not admissions to the I A V Class will I hope be restricted to such boys as have passed the II Vernacular Standard Of such boys there should be a plentiful supply fromthe

the Principals Mrs Mission Canada Boys' School

I have

(Sd) P J Bratha

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I may without much disturbance refused to teach English in the II Vernacular Class from January next when I promote boys of the I Vernacular Class Here I beg that your honour will be good enough to see that I have not protested against the order but have only made a reasonable request

In the meanwhile I beg I may be permitted to say that in order that one school may not tell upon the strength of the other your honour will be good enough to issue necessary orders that the other schools also may follow the notification from January next But if there be any exception I request that the privilege may be kindly extended to all the Town Schools Further Mysore being a large town and there being many parents who know English it is to be expected that as soon as the children are able to read through a Kannada book they intend that they must be put in some English teaching class and the fact that almost all the lessons up to the Lower Secondary Standard are taught in Kannada backs their up in their desire I therefore beg to state that the Order C S 121 dated 21st November 1902 may be made applicable to village and Taluk schools where there will not be a strong desire for English study as there would be in large towns and that the Town Schools may be allowed to teach English as soon as the boys pass the I Vernacular standard As for those that want to push on their studies in Kannada only there are of course Kannada Middle Schools in Mysore and I think that there are similar institutions in other towns also At any rate this is not my dictation to your honour but it is only an idea of mine brought into your honour's kind consideration, voluntarily However I am ready to go by any and every order that your honour may favour me with but I only request I may be given time till January next

Hoping that your honour will kindly grant me my reasonable request I herewith enclose a bill for Rs 10 being the amount of grant for February 1903 and request that your honour will be good enough to pass the same at an early convenience

I beg to remain &c

6th March 1903 (Sd) N Krishna Rao
Head Master

From

The Inspector General of Education in Mysore

To

The Head Master Dalvoy's Anglo-Sanskrit School Mysore

No 8019-20 / 1884 dated Holalkere the 11th March 1903

With reference to his letter No 33 dated 5th instant has the honour to inform that the rule about the commencement of the study of English only after passing the II Vernacular standard is enforced in all the schools in Mysore City and therefore no exception can be made in favour of Dalvoy's Anglo-Sanskrit School The grant-in-aid bill is returned without countersignature It cannot be countersigned unless it is accompanied by the Deputy Inspector's certificate required by this Office docket No 7439-40 / 1745 of 27/2/03 A copy of Order C No 141 dated 21/11/93 is herewith enclosed The Deputy Inspector should have seen that the Order was carried out in the Dalvoy's Anglo-Sanskrit School long ago

(Sd) T R Venkataswamy Nayudu

For Inspector General

No 71 Dalvoy's Anglo-Sanskrit School Mysore

To

The Inspector General of Education in Mysore

Sir

Having discontinued to teach English in the II Vernacular Class as per dockets No 7439-40 / 1745 of 27/2/03 and No 8019-20 / 1884 of 11/3/03 I beg to submit herewith a bill for Rs 10 being the amount of grant for February 1903 to this Dalvoy's Anglo-Sanskrit School Mysore along with the Deputy Inspector's No B 873 of 20/3/03 enclosing the certificate required and to request that your honour will be good enough to pass the same at an early convenience

I beg to remain &c

(Sd) N Krishna Rao

Head Master

23rd March 1903